

Gillespie Learning Committee 02.10.2019
Minutes

Present: Jodie, Claire, Mark, Katrina, Sarah, Louise, Mikel, Sanila, Tom

Apologies:

The purpose of the meeting was to inform governors in some depth about the new Ofsted and for all to consider implications for the monitoring cycle for Gillespie governors and this committee.

Changes to Ofsted

Mark explained that the objectives of the new Ofsted framework are to broaden the emphasis away from delivering performance data toward encouraging deep learning across the curriculum. Ofsted want this shift to lead to a reduction of unnecessary workload for teachers and positive impacts on the outcomes of the lowest attain and most disadvantaged. He talked governors through key changes drawing on a presentation from Ofsted, the Inspection Framework and details from the Handbook. Points of note were:

- Ofsted will now ONLY look at the Analyse School Performance (formerly RaiseOnline) data when inspecting a school. They won't look at any internal data. KS1 and KS2 core data is still something they do look at.
- We will now have two internal formal data collection points annually, one in early Spring term, the other in the second half of the Summer term. There will still be an Autumn Pupil Progress meeting where children's progress will be discussed but that meeting won't be data driven.
- While the suggestion is there should be less data analysis in relation to core subjects, Ofsted still expect schools to be able to demonstrate progress. School leaders and governors will need to consider carefully how we review progress, including across the foundation subjects.
- It is expected that the inspection exemption to outstanding schools will be dropped from September, depending on the legislative timetable. In theory this means that Gillespie could be visited any time from 10th October. Ofsted will be conducting French, geography and history focused Section 8 subject inspections the next two terms. Gillespie has a 1/5 chance of being inspected. Claire reported from the Governor Briefing that Islington also expects a borough-wide SEN inspection soon.
- A Section 5 Inspection can be triggered by a Section 8 Inspection. The Section 5 Framework has not changed significantly but there are some points of note:
 - Inspection - is going back from 1 to 2 days, including subject head interviews, governor interviews, visits to lessons, tracking and talking to a selection of pupils and reviews of books. Inspectors will also talk more to children.
 - Foundation subjects - schools will be expected to show children are learning and studying the full curriculum offer for as long as possible - and not narrowing to core subjects.
 - Curriculum Intent - statements of intent will be expected across all aspects of the curriculum showing what knowledge is being taught and why that's selected, how that's connected to teaching outcomes and progressive

development of the pupils in any particular school. (Statements of intent will not need to be in place until the beginning of the 20/21 school year).

- SEN - schools will also need to demonstrate how SEN children are accessing the same curriculum. Claire emphasised that there is likely to be less discussion on differentiation, so long as schools can show all children are all making progress across the curriculum.
- 'Personal development' will be a new area of focus, with a particular emphasis on 'mentally healthy' schools as well as promoting respect for difference and diversity across the curriculum. Jodie also flagged the sharpened, more evidence-led focus on social and emotional skills.
- Deep focus on phonics and reading, and cross-curric reading remains in place. Ofsted deep digs on reading in context of curriculum and maths in context of curriculum will also continue.

Key areas for school development

Mark gave his appraisal of the most important areas for development within Gillespie in light of the Ofsted changes, and governors contributed. Key areas flagged were:

- Geography - the school's curriculum content has been less well developed here. Mark, with Lauren as new Foundation Subjects Lead, is now engaging with the subject association to develop a locally relevant geography schemer (rather than taking an off-the-shelf schemer). As part of this all teachers have now done a plan for a local study skills topic. The aim is to have the new offer finessed within 2-3 year groups by the end of term.
- Design and technology - this is the other area where Mark believes the school's curriculum content has perhaps been less well developed. Again the school is now teachers are putting in place a new schemer of work developed with the support of the subject association. The aim is to have a new offer finessed within 2-3 year groups by the end of term.
- History - the school has traditionally had a strong history offer but work is needed to develop our schemer further and some timetable reorganisation may be required to make more space for Geography. Mark is progressing this with Lauren.
- MFL - a new schemer is now in place to teach French and by half term the school will have a body of work. We have work to do but because the school has capabilities and the online system in place Mark is confident in this area.
- SEN - Mark has emphasised that the school has always worked to ensure SEN children are accessing the same curriculum as others but this will be an area of further focus.
- Diversity - the school does a lot in this area but teachers are considering further how respect for difference might be embedded in a more cross-curricular way, for example exploring teaching about ancient Baghdad alongside the Vikings as an opportunity to consider ancient muslim culture. Louise flagged learning about diversity other than ethnic diversity as a further area for the school to look at.
- Mentally healthy schools - this is a key area for Gillespie school leaders to think more about in relation to children and teachers. A great deal of training has planned as discussed previously. **It was agreed that Gillespie's approach to Mental health,**

including learning and curriculum, should be discussed in depth at Safeguarding Committee.

Changes to SMT and Governor monitoring

Mark and Claire emphasised that SMT and Governors would need to review how they monitor delivery/outcomes across the breadth of the curriculum without creating an overly burdensome or data-heavy system.

- Within the school Mark and Katrina explained they are working with subject leads to update internal school monitoring processes. SMT have recently changed marking requirements to allow teachers to decide what AfL strategies they use rather than marking in a uniform way. The school is also going back to giving teachers more guaranteed non-contact time. The format of SMT lesson observations will also change, including working collaboratively with subject leads, more focus on monitoring progress in books and finding ways to talk more to children and establish learners attitudes. Gillespie is well positioned for this given attendance levels and growth mindset focus.
- Jodie highlighted that the challenge for governors was to find a way to broaden/deepen their scrutiny of curriculum and learning whilst recognising that they do not have pedagogical expertise. The following actions were agreed in relation to governors:
 - **The format of subject focused Learning Committee meetings will be changed to include more framing from SMT based on their subject monitoring, and including details of teacher’s sequencing and planning, and how they assess learning. Children’s views will also be considered as standard, with the pupil survey revived and utilised.**
 - **Governor observations will continue to be important and will cover two topics per year where feasible. Visits in Spring 1 will focus on Geography. MFL is a possible theme for summer term observations.**
 - **A detailed review of the School Improvement Plan would be tabled for the next Learning Committee. The SIP would be circulated in advance and individual committee members will each be allocated a section for review in advance by Jodie in order to help manage the amount of material.**
 - **Governor preparedness for an inspection in the short term would be assisted by the SIP discussion. Recognising many curriculum changes are in train this term and possibility of inspection, Mark/Katrina will in addition circulate individual crib sheets to governors addressing the questions outlined in Annex 3 of Ofsted guidance in relation to geography, history, design and technology.**

Future meetings

Mark noted that there have also been changes to Ofsted’s framework in relation to the Foundation Stage and implications of this would need to be considered too. By the end of the year the school’s new EYs head will have been in position for a year so the summer term would be a good time to review both the framework and delivery.

Safeguarding Committee will pick up mental health.

The next Finance Committee was set for 13 November.

Future Learning Committee dates:

- 20 November - Review the SIP, how you're monitoring, actions, crib sheets
- January date tbc -
- Spring 1 - Geography deep dive (observations and committee subject review)
- Spring 2 - SEN
- Summer 1 - Early Years, including discussion of foundation stage Ofsted reforms
- Summer 2 - SEN?

Jodie Reed

14.10.2019