

THE JOHN OF GAUNT SCHOOL
Minutes of the Curriculum, Learning and
Educational Standards Committee Meeting
Tuesday 12 July 2022

Time: 6 pm
Place: The Hub and via Zoom
Present: **In person**
 Andrew Hawkins (AH) (chair), Helen Thorne (HT), Eleanor Shergold (ES) (Clerk)
Via Zoom
 David Whewell (DW), Kevin Eames (KE)
Advisers: **In person**
 Andrea Perks (APE) Director of Learning (Maths)
Apologies: Sarah Marsh (SM), Martin Sandford (MS), Ben Rhodes (BRH), Abbie Lanng (ALA), Amy Evers (AEY), Linda Baines (LBA)

Agenda Item	Actions Agreed	Who
55/22 a)	Y9 final end of KS3 report to be shared with governors in September	BRH
55/22 b)	Governors to be updated on action being taken to make improvements in science & maths	BRH
56/22 a)	Governors to be advised as to how non-specialist teachers are supported with subject specific CPD	BRH
57/22	Governors to be updated on the CLES equality objective	BRH
58/22	Feedback on Y8 and the term 6 Equality Objective review to be added to the CLES programme for 2022/23	BRH
59/22	BRH to give an update on policy reviews for 22/23	BRH
60/22	To send Governor Postcards to identified staff and follow up with BRH	AH

51/22 Apologies

Apologies were agreed and accepted.

52/22 Declaration of Business Interests

Governors were reminded to declare business interests as necessary.

53/22 Faculty Reviews – Maths

Report shared in advance of the meeting.

The faculty recently had the opportunity to have external scrutiny from an HMI inspector working with the school. The team were on board with this and the time spent with him was very useful and his feedback incredibly supportive. Feedback included the following

- Maths leaders have a strong intent that underpins their mathematics curriculum. They want pupils to get better at mathematics so that they will be confident in handling basic number and solving problems
- For the most able, maths leaders want pupils to be the best they can be ‘mathematically’ in their Advanced Level and future undergraduate studies
- Pupils get better at mathematics at John of Gaunt because their mathematics teachers have planned a clear sequence of tasks that is logical

- Most pupils with SEND, and those who find it hard to process mathematical information are supported effectively because their teachers adapt tasks for these pupils. Teaching Assistants carefully support these pupils because they know which pupils to help first and which appreciate time to work, initially, on a problem alone. These adaptations help most pupils with SEND to flourish
- Pupils engage well with enrichment activities, which are a key part of the wider mathematics curriculum because leaders want mathematics to be fun
- The delivery of the maths curriculum is growing in effectiveness. Recently, more pupils have secured a level 4 and above at GCSE in mathematics and the number of pupils resitting GCSE mathematics has reduced significantly

APE's report also included a summary of actions following his visit and from student voice. Actions included

- To continue to have lesson starters which recall prior knowledge and the basics. Continue to drill these with pupils until their use becomes second nature
- Push ahead with maths leaders' plans to build a 'common errors and misconceptions' wall. (*Ready to go and scheduled in future JPD meetings*)
- Collect and collate problem solving evidence and to have a pack of problem solving resources available
- Explore what a Level 3 core mathematics pathway might look like for sixth form students following 'non-mathematics' A Level courses with a 20% mathematics element (*We are introducing two new courses next year for students in the Sixth form: A Problem Solving/Team Building weekly P6 session for Year 12, with additional support for students needing maths skills in non-maths lessons, and a weekly tutor time Financial Awareness session for Year 13*)

PSK has encouraged DLs to be involved in exam marking. APE has been doing so this year for the first time and has seen the benefits of this for the faculty. Another member of the team will pick this up next year.

Governors asked questions to clarify.

The report concluded with foci and work in the faculty this year and plans for next year.

KE joined the meeting.

Governors asked about the most recent maths tracking point of -0.25, and whether APE envisages a more positive outcome in the summer results. APE hopes that this will be the case. The team have, in their tracking, erred on the side of caution and have based outcomes on the last set of exams (2019). There has been lots of practice in P6 and students with borderline 4s have gained in confidence. Students have been prepared as much as possible but confidence has been knocked due to lockdown. The team didn't want to be overly optimistic.

Governors were very positive about the external review, which had been requested by the team.

AH, link governor, visited the team recently. The atmosphere in the common room was good. There was some discussion about the physical set up of rooms and new furniture. There was some feedback about lighting in the corridor being dull, making display boards problematic. APE gave an update at the meeting. An electrician is due to visit to look at the lighting with a view to replacing it with LED.

Governors asked about display boards in order to clarify how much time staff are expected to spend on updating these. APE – the team usually collect work during the year and replace it in advance of the September open evening. One member of the team is quite artistic and finds painting therapeutic. Other options are also being explored, e.g. the use of transfers.

APE was thanked for attending and left the meeting.

54/22 Minutes and Matters Arising

- a) 43/22 – MDO is looking into drinking water availability in the humanities faculty

The minutes of 10 May were agreed and signed as an accurate record of the meeting.

55/22 Progress

- a) **Y9 Final End of KS3 Report**

This update will be shared with governors in September.

Action – Y9 final end of KS3 report to be shared with governors in September

BRH

- b) **Y10 Tracking Points 1 & 2**

Report circulated in advance of the meeting.

Focus areas of science and maths discussed. Astronomy is performing well and single sciences are doing okay. Double science has a negative SPI. **Governors requested at update at the next CLES meeting in September.**

Action – governors to be updated on action being taken to make improvements in these focus areas

BRH

It was also noted that engineering has a small negative SPI – concern expressed about the impact of increased class sizes for next year.

- c) **Y12 Tracking Point 3**

There were no further observations made on the report.

56/22 Curriculum, T&L and Middle Leadership

- a) **Subject Specific CPD** PowerPoint circulated for governor information. *The Sutton Trust review of the underpinning research (2014) cites ‘deep subject content knowledge’ and ‘quality of instruction’ as the two factors which have the strongest evidence for positive impacts on student outcomes. We cover the latter through our whole-school programme of CPD, underpinned by the JOG Essentials. The former is best-placed to be developed within subject teams. The time allocated for this is JPD (12 hours per year).* **Governors were interested to know how RE is supported with subject specific CPD taught by non-specialist teachers. It was noted that non-specialist teachers are also utilised elsewhere in the curriculum.**

Action – governors to be advised as to how non-specialist teachers are supported with subject specific CPD

BRH

- b) **Faculty Improvement Plans and Learning Cycles**

Skills/subject knowledge audits that form the focus of JPD (joint-practice development) – **governors noted the importance of teachers working across more than one department to have access to both audits and JPD.** Reasons for use of non-specialist teachers discussed. It was noted that it is not ideal but not an unusual practice.

57/22 Equality Objective

To narrow the gap between boys and girls in English KS3 and KS4 results

Ongoing progress needs to be measured each year. **Governors asked for an update on how this is being measured and what is in place to meet the objective, including KS3.**

Action – governors to be updated on this equality objective

BRH

58/22 CLES 22/23 Programme

After a time of discussion, it was agreed to ask for specific feedback on Y8 to be added and for a review of the CLES Equality Objective to be added to term 6.

Action – feedback on Y8 to be added and Equality Objective review to be added to term 6 **BRH**

59/22 Policies

There were no policy updates for this meeting.

Action – BRH to give an update on policy reviews for 22/23 **BRH**

60/22 Governor Postcards

This was discussed and agreed.

Action – postcards to be sent to identified staff and followed up with BRH **AH**

61/22 AOB

There was no further business to discuss.

The meeting closed at 7 pm. Date of next CLES meeting – Wednesday 28 September 2022.

Signed: _____ **Date:** _____