

**THE JOHN OF GAUNT SCHOOL**  
**Minutes of the Curriculum, Learning and**  
**Educational Standards Committee Meeting**  
**Tuesday 27 September 2022**

**Time:** 6 pm  
**Place:** The Hub and via Teams  
**Present:** **In person**  
 Andrew Hawkins (AH) (chair & note taker) David Whewell (DW),  
 Martin Sandford (MS), Daniela Coy (DC)  
**Advisors** **Via Teams**  
 Linda Baines (LBA), Amy Evers (AEY), Abbie Lanng (ALA)  
**In person**  
 Ben Rhodes (BRH)  
**Apologies:** Kevin Eames (KE) Ben Saghiri (BS)

Agenda Item	Actions Agreed	Who
5/23	Feedback on difficulties NEAs for Sixth Form.	MS
7/23	Link Governor of English to feedback data presented on Equality objective.	KE
8/23	Acquire copies of further reading books to support Teaching and Learning Handbook.	AEY
8/23	Identify and update remaining policies and procedures	BRH

**1/23 Apologies**

Apologies were agreed and accepted.

**2/23 Declaration of Business Interests**

Governors were reminded to declare business interests as necessary.

**3/23 Election of Chair**

DW ran election for chair. AH was the only volunteer and was appointed. Vice chair to be agreed later

**4/23 Minutes and Matters Arising**

55/22 a) Progress – Y9 Final End of KS3 Report – ALA provided documents before the meeting, particularly graphs showing how **GEM** (Gaps Embedding and Mastery of knowledge/skills) changed with pupil movement through years 8-9. Generally, Gaps and Embedding reduce year on year as Mastery increased. This data being used to focus interventions to support all to make at least expected progress.

It was suggested that this data could have greater impact if the long vacant new post of **KS3 mentor** was filled. The roll of Mentor was more fully explained, with their focus on the “academic” not pastoral intervention. **Governors questioned why the KS3 Mentor role has been so long vacant and how to make it more attractive proposition.** BRH explained that it was a tricky position to fill with the “right” person as the skills set required would be wide. The current KS4 and KS5 mentors were recognized as being both popular and effective. **Governors suggested that KS3 would benefit from similar support.**

Further matters arising were addressed under the deputy headteacher’s report.

The minutes of 12 July were agreed and signed as an accurate record of the meeting.

## 5/23 Y11 Results

ALA shared **KS4 results report** before meeting.

Generally **initial data** showed good progress for the school on our 2019 position (the last time national data was available). **Progress Eight (P8)** for all students being on average one tenth of a grade higher/subject than that expected from their prior attainment.

**Girls** (P8 being approx. one quarter of a grade higher) outperforming **boys** whose P8 matched national boy's progress expectations. This gender difference mirroring the longstanding national picture.

Middle and lower prior attainment pupils progressed well (one fifth of a grade higher than average/subject).

**Pupil Premium (PP)** and higher prior ability pupils did not make such positive progress, being one tenth of a grade/subject below. However, PP pupils did much better than in 2019 (-0.32) and the gap has closed considerably.

ALA listed foci areas. **Governors questioned what "focus" looked like**. ALA exemplified data analysis to focus pastoral advice to certain students, extra careers input to raise aspiration and ensuring changes to school teaching and learning and CPD were fully embedded after several years of COVID disruption.

ALA informed governors that the current year 11 would provide challenge for the school, particularly boys. It was described as a "polarized" year group. However, BRH expressed feeling that the school has been going in the right direction for several years now, that we have positive residuals and a feeling of a school, "making progress". **Governors noted that compared to national expectation Ebacc entries were low mainly due to low Modern Foreign Language take up. Governors fully supported the notion of pupil choice in KS4 options** and hope that languages become more popular as opportunities for foreign travel again become part of the schools offer. Success in Open bucket subjects (subjects not counting for Ebacc), projected to be +0.18 this year, gives Governors confidence in current offer arrangements.

## Y12-13 Results

LBA published results and analysis of sixth form results before the meeting. Chemistry, Biology, Computing, and History had relatively weak results. Art, Business Studies, Maths/Further Maths Geography and Sociology relatively strong results.

Difficulties were discussed - areas of particular need included closer monitoring of NEA (course work) progress over time, changes to line management, and staff recruitment. For the students, due to COVID, this was often the first time they had experienced externally marked "exams".

### **Action – Sixth Form Link Governor to follow up NEA difficulties.**

The student body at KS5 is a self-selecting, there a wide variety of routes and local providers of education and training available to those who leave the school. Gender imbalance at this level is less marked. Future Sixth form student recruitment was discussed.

## 6/23 Agenda Plan and Terms of Reference

Were circulated as a reminder for governors.

## 7/23 Deputy Head's Report

55/22b – BRH provided an update on **strengthening Maths and Science**. For Maths this

included, producing a “Maths bible” to guide faculty teaching, changing from Hegarty Maths to the “Sparks” online package, which offers a greater range of questions for both higher and lower ability, and using knowledge acquired through examiner experience to create a “common misconceptions” board. **Governors raised a question in relation to stretching higher ability Maths students.** This was the rationale for offering the Further Maths qualifications and organizing participation in the “UKMT Maths Challenge”.

For Science actions included, recruiting a physics specialist teacher, closer communication between faculty head and line manager, rooming changes to support certain staff, use of knowledge gleaned from examiners’ reports and closer monitoring of NEA progress.

56/22 a) – **Continual Professional Development (CPD) for non-specialist teachers** – BRH identified coordinated planning for CPD so that teachers requiring attendance in CPD from two faculties could do so, and that coaching was available for KS4 non-specialist teachers from specialist teachers. Middle Leaders were also briefed in recent training of the importance of this support and “evidence based models” were provided to them.

57/22 – **Equality Objectives** – “*To narrow the gap between boys and girls in English KS3 and KS4 results*”. BRH’s report contained a table showing the progress in this area. The information presented showed no explainable pattern. **Governors asked for this to be further enquired upon by the Link Governor for English.**

**Action – Link governor for English to make further enquiries in relation to Equality Objective data.**

## 8/23 Policies

Before the meeting BRH had sent a list of policies. AEY presented case for replacement of old **Teaching and Learning Policy** and **More Able Policy** with new **Teaching and Learning Handbook**. Governors questioned whether the Handbook was accessible to parents. In the wider context of better home reporting/feedback this was not considered an issue, the Handbook being a continually updateable and therefore more useful teacher’s reference. Mention was made in Handbook of further reading. **Governors questioned if copies of these books are held centrally so as to assist staff?**

**Action - Use of CPD budget to acquire copies of Further Reading identified in the Teaching and Learning Handbook.**

Discussion of **Curriculum Policy** followed, all agreed to put forward for board approval. There was brief discussion as to wisdom of adding the word “enjoy” into this policy which was decided against, “engagement” encompassing this. **Governors questioned whether it was an aspiration or reality that “faculties ... plan collaboratively.”** BRH listed examples to prove the reality of this, English/History around First World War poetry and Maths/Science/Geography use of graphs.

**Action - BRH to list those policies that may be better classified as procedures, merged or scrapped.**

## 9/23 Governor Postcards

There was none sent.

## 10/23 AOB

There was no further business to discuss.

The meeting closed at 7:50 pm. Date of next CLES meeting – Wednesday 9<sup>th</sup> November 2022.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_