

THE JOHN OF GAUNT SCHOOL
Minutes of the Curriculum, Learning and
Educational Standards Committee Meeting
Wednesday 18th January 2023

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

Agenda Item	Actions Agreed	Who
32/23	Governor postcard to be sent	AH

23/23 Apologies

Apologies were agreed and accepted.

24/23 Declaration of Business Interests

Governors were reminded to declare business interests as necessary.

25/23 Minutes and Matters Arising

13/23 Data in relation to the Equality Objective covered this meeting.
 17/23 BRH confirmed School web site upgrade ongoing.
 17/23 MWO was unaware of dog offer – will follow up.
 21/23 DC confirmed post card sent.

The minutes of 9 November were agreed and signed as an accurate record of the meeting.

26/23 Year 7 (Y7) Reading Data

VMA/SAM provided data and analysis before the meeting. The “Scaled Reading Score” for this year’s Y7 and last year’s Y7 were offered. Higher than normal absence meant not all Y7 students were tested, the available data showed current Y7, on average was stronger, but their overall ability range was wider than last year’s Y7. **Governors noted that this year on year variation in cohorts exemplify the different challenges year groups provide. Governors asked if this data could be presented comparing male and female students so any attainment gaps could be readily identified.** Current Y7 progress (Sept-Jan) was 7 months, for the Literacy Group progress was 11 months. Current Y7 82% of girls and 79% of boys are on or above “Chronological Age”. This represents a narrowing of the gender gap (Ref. Equality Objective) since September. Current Y7 PP and SEN students, starting from a lower base, made greater progress, in terms of % on or above Chronological Age, than non PP, and non SEN. The data for the **previous Y7 did not show any significant gap closing in any sub-groups** across the whole year.

VMA confirmed that base line reading data collection was used solely to identify those who would benefit from becoming part of the Literacy Group. **Governors questioned if data could**

be useful in identifying more able students. Governors learned that this was not done as no particular intervention was offered for this level.

VMA stated that to make the system more efficient with growing cohort numbers, baseline testing would be targeted only for potential candidates for the Literacy Group, pre-identified by primary results.

Current general reading interventions include pair reading, tutor reading and the Literacy Group (pathway) this later involving a withdraw from MFL to allow a greater concentration on English.

27/23 Y11 and Y13 Tracking Point (TP) 2 and Mock 1 Results

ALA provided tables and analysis before the meeting. For Y11 the Progress 8 (P8) measure has significantly improved since TP1, though still negative at -0.1, a comparable situation to the previous Y11 at this stage. **Worryingly there is a 0.76 gap between male and female P8 with boys strongly negative and girls almost equally positive.** Current Y11 was characterised as boy heavy (56%) and having a larger higher prior ability group and a larger low prior ability group with a small middle.

Compared to mock 1 Maths and Science show some improvement, whilst English and Open Bucket Subjects have weakened a little. **Compared to 2019 all data shows significant improvement**, an additional 8% of the cohort tracking to strong English and Maths passes, 5% improvement for PP. Science and Humanities Value Added (VA) have not changed at approx. 0, whilst Languages have fallen back from a strong positive, to +0.3. Maths VA has drifted to a deeper minus of -0.25.

Students accessing Alternative Provision are still very much part of the school, at KS4 there is a new timetable and regime, including escorting to lessons (English, Maths and Science) the overall effect of which is they are, "more likely to (achieve a) grade" which was welcome news.

LBA provided tables prior to the meeting. Current Y13 is in an exceptional position having sat no KS4 examinations, their results generated by the CAG (Centre Assessed Grade) system. TP 1 and 2 give a VA of approx. 0 (no more and no less than expected). When compared to 2019 current APS (Average Points Score) at TP2 per entry and per student, has increased significantly, from approx. 32 to 37, and from 95 to 118. The per student figure has been positively enhanced by greater participation of students in the EPQ (a non-examined, self-actuated project of any agreed nature). Average Grade at TP2 was B-, which compares favourably to C in 2019.

Subjects doing well include Law, a popular subject where students had a relatively low prior KS4 attainment and yet have maintained a very positive direction and strong (+0.38) added value. Other popular and positive VA subjects include, EPQ, Psychology, Sociology, and English Lit. Further Maths and Chemistry are steaks ahead but have very low student numbers. Maths and History are popular but track mildly negative. Physics and Biology have reasonable student numbers but are tracking strongly negative. A tutor for both Maths and Physics has been engaged.

36% of Y13 are on target for all subjects, 38% are on target for 2 subjects, and 20% are off target in all subjects.

28/23 Modern Foreign Languages Report

A Faculty review document was circulated before the meeting. Unfortunately, due to illness, the department head was not present. BRH gave a brief overview. Challenges ahead include recruitment of a department head upon up coming retirement.

29/23 Teaching and Learning (T&L)

Prior to meeting AEY offered 3 departmental schedules as evidence of JPD (Joint Professional Development) more generally. For each department there are 12 calendared JPD meetings. **Governors noted that these schedules varied markedly from each other.** It was explained that department needs differed and that whole school training days (TDs) were used for school wide initiatives. JPD is particularly important for teachers working outside of their specialism, and the differing usage of JPD by departments reflects this.

It was reported that the planned TD activities, centered on T&L had been replaced by others relating to our behavior policy. However, the T&L DDI's (Developmental Drops Ins) continued as planned, the T&L training points being address by "Twilight" meetings. DDIs were somewhat disrupted by unusually high staff absence, but 30 had been carried out. Coaching for Department Heads was also carried out to enable more to carry out DDIs.

30/23 Confidential item was discussed.

31/23 CLES after EQUA – what is our role?

After joining EQUA the Local Governing Board (LGB) will have certain devolved responsibilities and powers. Many of these will revolve around topics in the current remit of CLES. There was discussion around this and the general structure of the LGB.

32/23 Governor Postcards

AH was asked to send a card.

33/23 AOB

There was no further business to discuss.

The meeting closed at 7:50 pm. Date of next CLES meeting – Wednesday 22nd of March 2023.

Signed: _____ **Date:** _____