

THE JOHN OF GAUNT SCHOOL
Minutes of the Curriculum, Learning and
Educational Standards Committee Meeting
Monday 27 September 2021

Time: 6 pm

Place: The Hub and via Zoom

Present:

In person: Andrew Hawkins (Chair) (AH), Kevin Eames (Vice Chair) (KE), Helen Thorne (HT), Anita Harrington (Clerk) (AHX)

Via Zoom: David Whewell (DW)

Advisers:

In person: Ben Rhodes (BRH)

Via Zoom: Abbie Lannig (ALA)

Apologies: Sarah Marsh (SM), Liz Summerson (LS), Linda Baines (LBA)

Agenda Item	Actions Agreed	Who
05/22 a)	Add explanation of how GEM achievements are compared between subjects to the CLES November Agenda	Clerk
05/22 b)	Add Comparison of GEM Achievements to the CLES November Agenda	Clerk
05/22 g)	Produce draft "SMARTened" Equality Objective for CLES	KE/BRH
05/22 h)	Circulate the draft CLES Equality objective to Committee Members for comments	KE/All
06/22	Add the Governor Pledge and School Vision to CLES Terms of Reference	Clerk
06/22	Check/update the dates and reissue the Agenda Plan	Clerk
07/22	Produce a written explanation of GCSE results and their implications for Board of Governors Meeting in October	ALA
07/22	Circulate the Fisher Family Trust report once it is available	ALA
07/22	Review the data for KS4 Engineering and update where necessary	ALA
08/22 b)	Feedback to Governors on how take up of remote learning/use of the Oak Academy is to be monitored and report on usage	BRH
09/22	Add Support and Progress of Years 11 and 13 going forward to the Agenda for the November CLES Meeting	Clerk
10/22	Contact NRE to identify CLES Policies due for review in 2021/22	DW
12/22	Produce draft words for the Governor Postcard	BRH

12/22	Send Governor Postcards to identified staff	AH
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01/22 Election of Chair(s)

AH had offered in advance to be Chair for 2021/22; there were no other volunteers. AH's appointment as Chair was proposed by HT, seconded by DW and agreed unanimously.

02/22 Election of Vice Chair

KE had offered in advance to be Vice Chair for 2021/22; there were no other volunteers. KE's appointment as Vice Chair was proposed by HT, seconded by DW and agreed unanimously.

03/22 Apologies

Apologies from SM, LS and LBA were accepted.

04/22 Declaration of Business Interests

Governors were reminded to declare business interests as necessary.

05/22 Minutes and Matters Arising

- a) 70/21 e) Provide an explanation of how GEM achievements are compared between subjects
This will be carried forward to the CLES Meeting in November as this meeting's focus was on exams.

Action: Add explanation of how GEM achievements are compared between subjects to the CLES November Agenda (Clerk)

- b) 70/21 e) Add Comparison of GEM Achievements to the next Agenda
This will be carried forward to the CLES Meeting in November as this meeting's focus was on exams.

Action: Add Comparison of GEM Achievements to the CLES November Agenda (Clerk)

- c) 70/21 i) Update the Minutes for 18 May 2021 and reissue
Done.
- d) 72/21 c) Reword the Teaching and Learning section of the Faculty Improvement Plan to remove reference to the "spoken word"
Done.

- e) 72/21 c) Incorporate dates of Faculty reviews into Faculty Improvement Plans
Done.
- f) 72/21 c) Include dates on the Faculty Improvement Plans to reduce confusion between school and review weeks
Done.
- g) 76/21 Produce draft “SMARTened” Equality Objective for CLES by the end of Term 6
KE reported that advice had been taken and the Equality Objective was now in draft and is being discussed with the English Department. AH asked how specific they should be and DW explained that they needed to be achievable. KE confirmed that the Objective was not yet ready for circulation to the CLES Committee. DW noted that there was a need for BRH and others to put the “meat” on. ALA confirmed that work was ongoing.

Action: Produce draft “SMARTened” Equality Objective for CLES (KE/BRH)

- h) 76/21 Circulate the draft CLES Equality objective to Committee Members for comments
See above (g) for update.

Action: Circulate the draft CLES Equality objective to Committee Members for comments (KE/All)

- i) 78/21 Identify staff and provided suggested words for Governor Postcards
Done.
- j) 78/21 Send Governor Postcards to identified staff
Done.

Acceptance of the Minutes as a true record of business conducted at the meeting on 22 June 2021 was agreed unanimously. The Chair signed a copy.

06/22 Terms of Reference (TORs) and Agenda Plan

There were no changes needed to the current TORs for the CLES Committee. It was however agreed to add the Governor Pledge and School Vision to all TORs at the Board of Governors.

Action: Add the Governor Pledge and School Vision to CLES Terms of Reference (Clerk)

The Agenda Plan had been circulated in advance.

A typo on the dates of meetings was identified.

Action: Check/update the dates and reissue the Agenda Plan (Clerk)

The Agenda plan was agreed.

07/22 Analysis, Reflection and Future Actions

A report had been circulated in advance and ALA provided an update:

ALA highlighted key points from the report.

The 2021 figures are compared to 2019 so there could be some discrepancies with 2020 data.

The P8 score is +0.71 overall. It has been increasing since 2018. Progress has been seen in most areas.

Boys and girls both showed progress but the gap between them is bigger than previously.

Middle ability students will be the focus going forward.

The gap between Pupil Premium (PP) and non-PP students has widened. This will be an area of focus.

GCSE grades of 4+ in English and Maths were down from 68% to 66.7%, reflecting their lower initial starting point, but overall as the P8 score increased showing that students are solidly making progress above the national average.

The Fisher Family Trust have released more data about grades today. This will be circulated to CLES Members, it is anticipated that in comparison to this data P8 will reduce, but there is confidence that P8 will remain positive.

Governors noted that ALA had given 8-10 meaningful statements verbally and asked if this could be written down for the Board of Governors Meeting so as to confirm our understanding.

Action: Produce a written explanation of GCSE results and their implications for Board of Governors Meeting in October (ALA)

Governors acknowledged that JOG had done well, that there were no major concerns and things looked very positive according to the Dashboard. BRH noted that there was still a need to work on the gaps.

Governors asked if there were any schools where boys outperformed girls. BRH confirmed that there were a few but often these had a higher number of permanently excluded pupils.

ALA explained that GCSE subjects had been rated against the 2019 national data. They were broken down into sub groups of students and focus areas had been highlighted (for example, PP). Some areas of concern were identified including SEN students in History being much lower than other groups although still above the national average. PP in Music was the same.

Consideration is being given to what can be done to support the various groups going forward. Discussions with Directors of Learning are also taking place. There is a desire to close the achievement gaps. With middle ability boys it is more about motivation; they need to believe in themselves and have higher aspirations.

Statistics GCSE was not run last year (2020) as there was no evidence for Year 10s. This means, as they are now in Year 11, this option will be considered for them now. However, ALA noted that it may be that selected students are entered instead of all students.

Governors congratulated staff on the mazing job that had been done and the CLES Members now had a deeper understanding what are the key areas to be worked on.

Governors asked if the P8 score included Statistics and if so, whether there would be a determinantal effect to next year's results if it is removed. ALA acknowledged that it may do. The P8 score cannot be tracked throughout the year.

Governors noted that the Fisher Family Trust (FFT) data will demonstrate the national picture which will be helpful. ALA explained that schools had to opt in to FFT and not all schools have, so there was a potential bias to higher performing schools. **Governors wanted to see the comparison from FFT once it is available.**

Action: Circulate the Fisher Family Trust report once it is available (ALA)

BTEC results were particularly good this year. ALA noted that I-media was an issue. Some students take I-media as they have no other options. There is a need for students to opt onto the course and not be there by default. ALA explained that this would be reviewed.

Governors noted that there might be an issue with the data for KS4 Engineering as the split between boys and girls, subgroups, etc looked wrong. ALA recognised there was a need to review this and amend where necessary.

Action: Review the data for KS4 Engineering and update where necessary (ALA)

Governors asked if it is possible to get a better balance of boys/girls in subjects. BRH explained that students could not be forced to take certain subjects as they are options.

The short course (for RE) had issues because, perhaps, students were prioritising their other (full) subjects. Students that were getting 7+ normally were achieving a 2 or 3 on this course. In the future RE short course may not generally be examined although the option for individual students to opt in could be available. BRH added that students would be taught content up to a certain point in the year and then those that choose to carry on can whilst the others can drop the subject and do additional revision for their other subjects. BRH noted that the full RE GCSE option subject was a separate course even though the subject was the same.

ALA confirmed that PP, SEN and middle ability students were the groups that would be focussed on going forward for GCSEs.

Years 11 and 13 are attending extra lessons in Period 6 at the end of the school day. The lessons go on until 4pm. There are also “Walking Talking” mocks by Directors of Learning which have also been a success. **Governors asked if these extra lessons could be enhancing the gaps, for example between boys and girls.** ALA explained that this afternoon’s Period 6 only 4 students had not attended and that all would be followed up and sanctions might be applied if appropriate to do so. BRH noted the sessions helped students build their stamina to keep them going. **Governors queried how many Period 6 lessons each teacher did per week.** ALA confirmed that teachers sign up to those lessons that they can do, it is purely voluntary. Often teachers do 2 per week, one for Year 11 and another for Year 13. **Governors recognised that it was more the norm now to attend Period 6 lessons, which is good.** ALA noted that the food allowance for PP students was increased last year whereby they had an additional £1 a day to buy something extra. ALA will check that the same will/is happen this year.

The National Tutoring Programme has not yet been relaunched as the feedback received last year was not great and there was no Impact Report received at the end. JOG is reviewing other alternatives, perhaps academic mentors. **Governors reminded that CLES needed to hear earlier if problems arose again.** BRH noted that the issues were right at the end of term so there was no time to notify Governors. It is thought to be a national issue as the guidance on usage is changing.

ALA left the meeting.

08/22 Deputy Head Teacher’s Report

A report and supporting documentation had been circulated in advance; BRH provided an update, identifying key issues:

a) Revised KS 3 and 4 Learning Cycles

The Learning Cycles have been revised and improved. Year 7 to 11 are now all in place. Middle leaders were instructed to create them as though everything is back to normal to avoid having to redo them although it is accepted that some disruption due to the changes (Covid) last year. Some subjects, especially where they are new, have a phased approach but are being built up. The Senior Leadership Team (SLT) are reviewing them throughout the year on an ongoing basis. This will be done at Line Manager Meetings.

Governors asked if exams would be going ahead as normal this year. BRH explained that exams or coursework were expected to be revised but that syllabuses will remain the same. The whole area is under review.

Faculty Reviews are restarting in October, including the use of external reviewers. Link Governors will be contacted. **Governors queried if the frequency of review**

matched OFSTED expectations. BRH confirmed that yes, it did; three times a year data is entered.

b) Remote Learning Provision

A spreadsheet had been circulated in advance.

Things are in place for remote learning and if a student is not in school they can use the DFE-funded Oak Academy podcasts and resources to keep up with their peers. JOG have selected which materials match the JOG Learning Cycles, not the other way round. **Governors questioned whether Emotions Based School Avoidance (EBSA) students can use Oak Academy** and BRH confirmed they could along with anyone absent, for example with a broken leg, etc.

Governors queried whether the use of Oak Academy/remote learning can be monitored ie. do students take the opportunity to access the lessons. BRH confirmed that the school would look into how this could be done.

Action: Feedback to Governors on how take up of remote learning/use of the Oak Academy is to be monitored and report on usage (BRH)

Governors identified that it sounded encouraging. BRH explained that it was, instead of teachers having to do their own planning for individual students that are not in class. Teachers cannot effectively teach the class and conduct online lessons at the same time. The Oak Academy solution is also being used for students sent to the PBSC. These students are now much more engaged and can complete work in all subjects not just the core ones, as had previously been the case. **Governors highlighted that this meant they were completing more meaningful work in the PBSC.**

Governors asked how students could access the Oak Academy. BRH confirmed there was a link on the school website and noted that it was being used for students on Alternative Provision when they are at college for 2-3 days a week. BRH did accept that it is there for them but they may not use it.

c) Pupil Premium (PP) and Covid Catch-up Impact Report

The Strategy had been circulated in advance.

The Strategy now covers 3 years and has to be uploaded to a school's website by 31 December each year. The Strategy is reviewed annually.

The Recover Fund allocation is currently £145 per PP student. The money can be used for strategies that benefit non-PP students so long as the majority are PP. for example, it was used last year for academic mentors. The key difference is that there is now a separate fund for Service Children which is very much about pastoral support as they are nomadic.

A new template is available to identify what intervention is for what.

There is a meeting being held with PSK and NRE to discuss how the funding will be used/split. There is a need for evidence based research to support decisions on funding although this can be locally conducted research ie. what is right for the context of the school.

Governors asked if some PP students do well academically. BRH confirmed that there is a good spread of abilities. The school is ensuring that knowledge is embedded in the students. Data will be triangulated for future CLES Meetings to make it clear what is happening. The Strategies have changed over the years but the outcomes are similar. The Reading Programme has changed; there has been an increase in reading and this has been beneficial. If something has not worked then it will be reviewed and adjusted until it does.

There has been an open discussion on to identify what might work for PP students. The notes from these will be collated then discussed at the Middle Leaders Conference and implemented for the next academic year.

Governors noted that the DFE focus had moved from outcomes to teaching but it was not clear how this will work. BRH explained that more time will be spent on what will make outcomes happen, the teaching and learning process, although outcomes will still be reported.

Governors summed up by saying that the reports/updates were good to read and very encouraging.

09/22 Support and Progress of Years 11 and 13 going forward

It was agreed to carry this item forward to the next CLES Meeting.

Action: Add Support and Progress of Years 11 and 13 going forward to the Agenda for the November CLES Meeting (Clerk)

10/22 Policies

There were no policies to review at this meeting.

Action: Contact NRE to identify CLES Policies due for review in 2021/22 (DW)

11/22 Identify Achievements / Outcomes for Governors' Annual Report

AH identified that CLES had reviewed JOG exam results and recognised the improvements. The results were the best ever and are above the national average (compared to 2019) for all sub groups and the school overall. Pupil Premium students have progressed but not as rapidly as other groups.

Learning Cycles and Medium Term Plans are all now in place.

The process whereby a Governor will be present at all Faculty Reviews is being re-established.

12/22 Governor Postcards

The Committee discussed who if anyone, should receive Governor Postcards. HT proposed that ALA should receive a postcard.

Action: Produce draft words for the Governor Postcard (BRH)

Action: Send Governor Postcards to identified staff (AH)

13/22 AOB

There were no items raised.

14/22 DONM

The next CLES Committee Meeting will be on 8 November 2021 at 6pm.

Signed: _____ **Date:** _____