

THE JOHN OF GAUNT SCHOOL GOVERNORS

**Minutes of the Curriculum, Learning and Educational Standards Committee Meeting
Tuesday 26th January**

Time: 6pm
Place: The Hub
Present: Liz Summerson, Rachel Martin, Kevin Eames, Andrew Hawkins, Matt Palmer, Peter Ramsay
In attendance: Ben Rhodes, Stuart Gray (part), Josh Dunbar (part), Eugene Spiers (part), Emma Lydon, Linda Brunt, Eleanor Shergold

16/16	<p><u>Apologies</u> There were no apologies.</p>	
17/16	<p><u>Declaration of Business Interests</u> Governors were reminded to declare these as necessary.</p>	
18/16	<p><u>Minutes and Matters Arising</u> The minutes of the last meeting were approved, with the amendment that Andrew Hawkins was also present.</p>	
19/16	<p><u>Faculty Reviews – Humanities and Physical Education</u></p> <p>Humanities action plan (SGR)</p> <p>Promote regular and more consistent use of response to marking (RTM) – this will become a fixed agenda point at faculty briefings, also promoted through work sampling. LS asked how regular is good – SGR twice a term, ensuring that students are given the opportunity to improve on their work. KE – feels that students need to be given the opportunity contribute by self-assessing performance against criteria, which would both make them work harder and lighten teachers' workload.</p> <p>Raise profile of homework – Aim – to encourage team to use resources and technology available – e.g. Show my Homework and Memrise, also sharing resources in setting homework.</p> <p>Developing schemes of work – new resources will replace dated ones where possible. The faculty is hoping to do this in collaboration with other schools. Governors supported the need for up to date resources. SGR – department teams will be encouraged to focus on this in term 6.</p> <p>Exam practice – more exam practice in lessons will raise attainment, including use of A* model answers, which faculty staff create or transcribe.</p> <p>Teachers' workload working party – SGR to let LS know his availability so that hopefully he can make the next meeting, or otherwise share his views.</p> <p>Physical Education action plan (JDU)</p> <p>Effectiveness of distributed leadership</p> <ul style="list-style-type: none"> • Improvements in effectiveness of distributed leadership noted. • Not enough time built in for strategic planning. JDU is looking at scheduling time for the rest of the year and will organise faculty time next year to allow for this. • SGR suggested that it may be better to condense pockets of time to allow focused planning time. <p>Implementation of T&L differentiation PP/low ability</p> <ul style="list-style-type: none"> • RTM – KS3 this is going well. KS4 & 5 – there are some issues. Teachers are working hard but this is patchy among the students. Low ability PP boys – often the work is not done or inadequate, whereas higher ability students are almost re-writing. • Differentiation – to encourage shorter, sharper RTM. • As a department JDU reported that they are improving in their use of VLE, though more training is required. • Differentiation across KS4/5 support of low ability is good, but the more able are not being pushed enough. Low level of distinctions achieved in BTEC. An external specialist from a school which has strong success with BTEC students contributed to the faculty review. He gave overwhelmingly positive feedback. This is a positive partnership, especially in preparing for new GCSE qualifications. • JDU reported the frustration felt by staff when afterschool activities are cancelled due to the number of meetings staff have to attend, resulting in some student demotivation. Ofsted criteria on % of students in high quality clubs not being met. Has discussed with 	SGR/LS

	<p>SLT and this is being addressed.</p> <p>Quality of equipment and facilities – there are H&S issues that MGU is trying to address, also issues with storage – LS will raise at Resources.</p>	LS
20/16	<p><u>Independent Learning Report Presentation</u></p> <p>ESP fed back on the project that he had undertaken as part of his NPQSL to develop post 16 independent learning strategies, targeting under-achievement of lower ability Y12 students</p> <ul style="list-style-type: none"> • Memrise (website tool for improving long term memory) has become very popular with the students. Teachers need to check the quality of what students are using. • 100 day plan – countdown to exams so that students know what they need to be doing when – some who hated this most got the most benefit from it. LS asked if this will be used again. LBR – will continue as it had good results last year. • Using external graduates for revision sessions thought to be poor value for money as not bringing anything new, just a different voice. • Independent learning logs brought mixed results – worked better for some subjects than others. KE asked who looks at these – ESP said this is integrated into lesson time. AH asked if they are randomly chosen to be looked at. ESP – more effective when randomly chosen. • Flipped learning – students doing specific tasks before class – this is effective, but there are inherent problems if work not completed in advance. Governors felt that this is good preparation for higher education. <p>Impact</p> <ul style="list-style-type: none"> • AS results overall A-C up from 53% to 61%. A-B up from 28.5% to 42% • 54% of entries from focus cohort met or exceeded their aspirational ALPs target <p><u>6th Form Proposed Curriculum Structure</u></p> <p>LBR explained the proposed structure and the rationale behind it. Some subjects will be offered at either JOG or Clarendon, with others being offered at both schools. A minimum of 10 students are needed to make each subject viable. Numbers will be clearer after pre-6th form interviews on 24/25th February. 134 applications have been received. Governors asked questions to clarify the challenges being worked through at this time around subjects that may not run, and those that still need to be offered even if numbers are low. MPA encouraged clarity with staff around the issues discussed.</p>	
21/16	<p><u>Raise Online</u></p> <p>ELY gave an overview of 2015.</p> <p>Progress</p> <p>Best 8 VA including English and maths is broadly average and VA in 4 out of 5 EBacc subjects are above the national (Maths, MF) or broadly average.</p> <p>Attainment</p> <p>Attainment of girls is comparable to the national and attainment of all students is broadly average. This is statistically in line and a marked increase from 2014. The percentage of students gaining 5A*-G is above the national. More boys achieved the EBacc in 2015 than nationally.</p> <p>Exclusions</p> <p>AH commented that there is a huge difference between boys and girls, boys being much more likely to be excluded – ELY said that persistent absence of some girls was a problem last year but by being absent, they probably reduced the exclusion rate.</p> <p>Subject Strengths</p> <p>Music, Expressive Arts, Drama, Geography and GCSE IT</p> <p>Areas to Improve</p> <p>Raise the VA achieved by boys, disadvantaged students and students with SEN</p> <p>Raise the attendance of students. AH – registers an ongoing problem. MGU addressing this.</p> <p>Non uniform days thought to bring a higher level of absence. BRH to discuss with MGU.</p> <p>Working to Close the Gap</p> <p>Attainment between disadvantaged students and other students is greater than the national for the benchmarks. 5*-C (EM) JOG gap = 35, national gap = 27. Marginal gains in 14-15, need to work to close this further.</p>	BRH
22/16	<p><u>Deputy Head's Report</u></p> <p>BRH asked for feedback on reports circulated before the meeting.</p> <p>Yr 7 assessment – felt that the language used needs to be reviewed to make it more user friendly. Governors to email BRH with suggestions for improvement. An early response is appreciated.</p> <p>Student reports will be rated Red – Amber – Green to highlight performance in relation to expectations, with additional comments from staff in the final year report. LS enquired when reports will be issued – BRH normally a week before parents' evening.</p>	ALL

	<p>Reports will be sent electronically, with paper copies going only to those not using online systems or who otherwise request them.</p> <p>BRH asked governors to email questions regarding the rest of the DH report.</p>	ALL
23/16	<p><u>AOB</u></p> <p>KS4 – there is an issue around top end students who do not want to take an MFL. Although the committee had previously said school would stick by this being compulsory in Pathway 1, BRH asked governors for permission to explore this further, to look at students' reasons and preferred options. Governors feel that an MFL is important to a balanced curriculum for the most able, to ensure their best prospects, and that Year 8 students are often not mature enough to make this decision which has long-term affects. They are also concerned about the impact on the EBacc figures should we change policy.</p> <p>Data – AH raised questions from the data presented – the importance of giving consideration to the profile of students coming in and responding to the relevant challenges sooner rather than later.</p>	

Meeting closed 8.30 pm. Next meeting Tuesday 8th March 2016.