

THE JOHN OF GAUNT SCHOOL
Minutes of the Curriculum, Learning and Educational Standards Committee Meeting
Tuesday 14th November 2107

Time: 6 pm
Place: Wingfield Meeting Room
Present: Kevin Eames, Liz Summerson, Sarah Bergg, Helen Thorne, Eleanor Shergold (clerk)
Advisers: Ben Rhodes, Louise Hamilton
Apologies: Andrew Hawkins, David Whewell

Agenda Item	Actions Agreed	Who
11/18	Allocation of PP funding to be discussed in Resources	DW
13/18	Lesson plan format to be circulated	LHA
14/18	Feedback and Independent Learning/Homework policies to be circulated	LHA
14/18	SEN policy to be circulated	ES

9/18 Apologies

Apologies were agreed and accepted.

10/18 Declaration of Business Interests

Governors were reminded to declare business interests as necessary.

11/18 Minutes and Matters Arising

5/18 - Attainment of EAL students - BRH gave feedback as requested by governors - students who opt to stay on to sixth form are successful. BRH included data re KS4 EAL students, who are also doing well
6/18 - Allocation of PP funding still to be discussed in Resources
8/18 - 'Ghost lessons' - BRH clarified that these lessons at Clarendon are proper timetabled lessons with work set for students and that this occurs infrequently

12 /18 Sixth Form Entry Pathways and Requirements

Documents circulated in advance of the meeting. Governors asked for further information on the personal enhanced offer. BRH outlined the options available to students. Governors asked for clarification on the sixth form pathways. A concern was raised about the importance of not limiting students. BRH explained the process and the need to tighten up on entry requirements, increasing expectations of students. Governors observed the attention to detail ensuring that each student is clear about their options.

Governors asked if Clarendon has the same subject entry requirements as JoG due to the sixth form partnership. BRH said that they do.

13/18 Deputy Headteachers' Report

SIP Priority 2: Raise achievement across KS2-4, especially disadvantaged students and boys

SIP Priority 3: Increase consistency of T&L and its impact on students' progress through a focus on extended writing

Report circulated in advance of the meeting. Maths and English faculty reviews - information not yet ready to be shared with governors.

Live Data

The importance of live data was further underlined at a recent NLE visit. Y11 TP1 information -

- Headline measures show a positive picture
- English 9-4 81% in comparison with 72.5% in 2017
- Maths 9-4 is also improving
- PP has improved year on year
- Coasting label removed, the gaps are closing
- EBacc - also positive although from this year it must include a language hence the apparent drop

Governors were impressed with PP student improvement in both English and maths in comparison to

2016/17, a real focus on good quality T&L. A focus group of students have been working closely with the academic mentor with a view to extending this to other faculties. BRH is working to demonstrate the impact the academic mentor is having.

Positive P8 score noted. Subjects tracking well outlined. Attainment 8 is predicted to be higher than in 2017 in all key benchmarks and progress is predicted to improve.

Weaker areas - coaching is being provided in some areas due to lack of availability of resources - looking at exam papers and T4W techniques. Resources are being worked on in collaboration with another local school.

A question was raised about after school revision sessions, teachers' workload and whether teachers feel pressurised to make provision. BRH - some lighter on timetable compensate after school, there is no pressure on staff from SLT. Frustration tends to be more about students not taking up the opportunity. Teachers are compensated for any study time offered during school holidays.

Y13 TP1 - Generally in line with national - looking good after a bumper year in 2016.

Teaching and Learning Audit

In addition to all teachers being observed, governors were impressed that all teachers had also observed at least one of their colleagues' lessons, providing an opportunity for good CPD. LHA explained how this had worked in practice with a focus on constructive feedback. Areas of development will be helped by T4W.

Governors asked about the ILD differentiation blog. VMA SENCO - blogs quick wins for differentiation, every week having different themes. DLs encourage colleagues to look at this. Can be used as talking point in faculty briefings. Blog - propose to save time and to save putting on additional training sessions.

Key findings from audit and action plan outlined.

Governors asked about 'reinforcement of key routines'. LHA explained the purpose of the checklist and will email governors the new lesson plan format.

Action - LHA to email governors new lesson plan format

LHA

Curriculum Provision

A question was raised by governors about a previously made decision to have a 2 year KS3, whether this potentially reduces the opportunity for students to have a broad experience of subjects. BRH - recent feedback from a NLE - JoG is able to demonstrate that the 2 year KS3 curriculum provides students with the opportunity to progress and achieve to a good level. The school varies provision to ensure that it provides both support and challenge for students within a breadth of subjects. Governors were satisfied with the feedback.

BRH updated governors on the current situation since changes were made for this academic year.

BRH is working on KS3 provision for next year with the aim of it being even more personalised for students. Lower ability students are becoming disengaged in MFL. BRH raised the option of reducing lessons from 5 to 3 hours, giving more time for expressive arts and DT. Uptake and benefits of this change discussed - to build basic skills, with a better chance of being successful in KS4. Governors asked about the % of year group in pathway 3. This is more than 25%. Expressive arts/DT - additional time would be more in line with other subjects. Governors stated that this seems positive overall for Y8 Pathway 3 students.

Y7 setting for MFL- the possibility of this being introduced earlier was discussed. Historically French has not performed as well as Spanish. This potentially would give students more of a secure foundation for further study.

Governors asked about the number of students taking neither geography nor history - BRH - low, tends to be lower ability. Governors asked if literacy is still a separate lesson. LHA confirmed that it is, taking place once a week. Talk for writing will hopefully will improve use of transferrable skills across all subjects.

KS4 Pathways

BRH led a time of discussion on provision to suit and enthuse all students, particularly focusing on engaging less able, disadvantaged students.

Lower/middle ability - option of 'double' option lessons. This would allow P3 students and those toward the bottom of P2 the opportunity to succeed where they might otherwise struggle to cope with the

coursework. Giving opportunity to do one/two less subjects. There is a potential risk of more able students in P2 wanting to do less subjects. Staff, parents/carers and students would be involved in decision making.

Governors asked questions to clarify - around staffing, surplus and not letting subjects shrink away. Geography was considered to be an option that should be added for lower ability students.

P3 - option of students taking one double option or two options discussed, with the possibility of additional English, maths, IT and study skills spread over the remaining two option blocks.

Governors were supportive of the proposal, recognising that the proportion of students in various pathways has changed over time. Year on year changes are made to create a curriculum that is relevant, broad and bespoke in response to the needs of students. The right combination of options to support student attainment.

Talk For Writing Action Plan

Circulated in advance of the meeting - very much a working action plan updated every time LHA and ABA have a line management meeting, demonstrating the thinking process and direction. All staff to be trained in Talk 4 Writing techniques on 17 Nov.

Additional training will take place to assist transition from KS2 to KS3. Governors asked how prevalent T4W is in KS2. LHA said that it is very prevalent, giving opportunity for collaborative training and a reciprocal invitation to watch primary school teachers deliver T4W, a great way of swapping CPD/networking.

Governors stated that the action plan is very detailed, practical and impressive.

British Values

BRH - do so much as a school - report circulated to governors to evidence how it is being covered.

14/18 Policies

Policy review cycle discussed.

Action - ES to circulate SEN policy. LHA to circulate Feedback policy and Independent Learning/Homework as they are ready **ES/LHA**

15/18 AOB

As there was no further business to discuss the meeting closed at 8 pm. Date of next CLES meeting Tuesday 23rd January 2018.

Signed: _____ Date: _____