

THE JOHN OF GAUNT SCHOOL
Minutes of the Curriculum, Learning and Educational Standards Committee Meeting
Tuesday 29th January 2019

Time: 6 pm
Place: The Hub
Present: Kevin Eames (chair), Sarb Gill, David Whewell, Liz Summerson, Helen Thorne, Linda Baines, Andrea Perks, Eleanor Shergold (clerk)
Advisers: Louise Hamilton, Ben Rhodes
Apologies: Andrew Hawkins

Agenda Item	Actions Agreed	Who
12/19	CLES policy schedule to be revised	BRH/LHA
22/19	The chair of CLES will write to each member of staff represented in the Y7 report	KE
23/19	To check with S&C re postcards for governor use to send to staff	ES
25/19	SEN policy and SEND information report - LHA to feedback to VMA	LHA

17/19 Apologies

Apologies were agreed and accepted.

18/19 Declaration of Business Interests

Governors were reminded to declare business interests as necessary.

19/19 Minutes and Matters Arising

8/19 - CLES policy schedule to be revised

A question was raised about high ability students tending not to choose art as an option (a point of clarification from the minutes). BRH explained that this is not the case.

Governors asked if all students use accelerated reader. All students in Y7 and Y8 use this resource.

The minutes of 4th December were agreed and signed as an accurate record of the meeting.

20/19 Post 16 Review

Review report circulated in advance of the meeting. The key areas of focus were teaching and learning across the 2 centres, how the partnership is working on a daily basis and strategic leadership. The review included lesson observations, student voice, and staff voice.

Teaching and Learning - 24 lessons were observed, 8 of which were at Clarendon. The report summarised strengths observed, with identified areas for development. This included improved modelling and challenging questions techniques. There were examples of very strong marking but it needs to be more consistent, particularly students' response to marking.

Governors asked what the proposal is for challenging questioning techniques. LBA - for there to be more opportunities to extend learning, with increased confidence to take time to explore further. Missed learning opportunities were observed across both sites. There is a desire for collaboration re T&L and joint CPD.

Student voice - most students were complimentary about their experience. 'Ghost lessons' at Clarendon was raised as a point of concern - where students work independently on work set. This will not continue next year.

KE and LHA interviewed three key members of staff representing exams, sixth form support and SEN students. The staff were really positive in terms of suggestions made.

Areas for development included the need for clear guidance re who is the point of contact for specific issues. Also timely exchange of data and information with a request for face to face meetings to address this.

Strategic Leadership - this was a positive meeting attended by SLT in both schools. Formal agreement to be established with new headteachers re withdrawal process, honouring course provision and changes to the school day. QA for this academic year - learning walks will take place once a term, one of which will involve an independent P16 specialist.

BRH and LBA gave positive feedback on the partnership.

LBA left the meeting.

21/19 Hegarty Maths Demonstration

APE gave a demonstration of Hegarty maths. The majority of students are doing really well with a small core not engaging as much as the school would like. Getting back into the habit after exams is being pushed. Those with detention last week have mostly turned it around this week.

APE outlined the amount of time students are expected to spend on Hegarty, both in school and at home. It is one of the options for Y11 period 6 study skills.

Impact report - can be run by school, class, student and the number of correct answers. It gives teachers insight, detail, analysis and the ability to set tasks, including following mock exams.

Governors asked if Hegarty is mainly used to reinforce learning. APE - trying as far as possible to consolidate the previous term's work as research shows that this is how it works best.

APE left the meeting.

22/19 Y7 Update

Report circulated in advance of the meeting. It was noted that JOG has not lost any students to other local schools this year, one student has moved out of the area and the school has gained an additional three students.

Overall attendance is good and was 96.94% at the end of term 2. There are focus areas and attendance continues to be a priority.

Curriculum - is largely the same as last year with one key difference. All students have had their reading age tested and those furthest below their chronological age follow a specific literacy programme instead of taking Spanish. There has been positive feedback from parents on Facebook. Re-testing is taking place and many students are now at their chronological age. There are some really good outcomes with many students making excellent progress. A Y10 reading mentor programme is being planned.

The cohort has settled well, helped largely by the PGL trip. Governors expressed concern that there was some tension noted after the trip between those who had attended and those who had not. This will be advertised as part of the Y6 induction this year, which should enable a higher number of students to attend.

Singing assemblies are going well and the intention is to continue with this.

Various staffing changes have been managed well. Governors appreciated the very positive report and the contribution of the Y7 team.

Action - the chair of CLES will write to each member of staff represented in the report **KE**

Governors asked how settling in and the cohort compares to last year. BRH said that Y8 are managing well this year, a testimony to the hard work given to supporting the cohort.

23/19 Faculty Reviews - English Interim Review

Faculty improvement plan and interim review circulated in advance of the meeting. KE (link governor) commented on the strength and confidence of the team, despite staff changes. GGI is building on the legacy and the team is working more collaboratively than ever.

Governors noted the thoroughness of the improvement plan and expressed concern re teacher workload. BRH explained how the improvement plan is compiled - a working document that is referred to throughout the year, not fully rewritten every time.

Governors would like to have cards available at committee meetings to write to staff, potentially using postcards similar to S&C. Otherwise LHA will ask faculty assistants to supply cards.

Action - to check with S&C re postcards for governor use **ES**

24/19 Talk for Writing

Julia Strong, Talk for Writing, has said that JOG deserves to be a teaching school. LHA and PSK are meeting with her to discuss the way forward.

The school is working on further embedding T4W in a number of different ways. Every term, faculties have been running a T4W themed briefing, which allows teams to share strategies and ideas that are working in their subject areas. CSI (challenge, support, inspire) coaching has been launched and LHA outlined how this will work.

Jayne Hartnell (Wiltshire Head of School Effectiveness) visited JOG to see how T4W is being used across the school and a further external visit from Wootton Bassett Academy is planned for later this week.

LHA said that there is still work to be done with embedding and a need to keep driving this forward, linked with JOG essentials. An audit of T&L is due in term 5 following the implementation of the behaviour policy in term 4.

Learning Cycles

Based on Ofsted's research into the quality of curriculum in schools and their approach to future inspections - BRH said that the key thing is that JOG is doing alright. KS3 learning cycles address much of the focal areas Ofsted has highlighted. This is the second year of KS3 learning cycles and they are embedding well. DLs have been asked to investigate and QA the consistency of KS3 provision and discuss these at their line management meetings. Discussions with DLs around the development of KS4 Learning GEM cycles following the KS3 success have already started. This will further refine KS4.

BRH has carried out a 'light-touch' audit of Ofsted's curriculum indicators and shared it with SLT and DLs. They have contributed to the document. BRH included this in his report.

Curriculum

Ethics and morals re the curriculum were discussed at last CLES. Next year JOG will move away from an X & Y model, where the more able, pathway 1 students are all on the X side and the rest of the students are on the Y side to a Left & Right model. Mixed ability groups mean that more students will have the opportunity to work with higher ability students, driving and inspiring rather than students feeling that they are 'placed' in the lower sets.

BRH outlined the challenges in this - triple science would need to be offered to both sides due to timetabling and staffing. Governors asked if there needs to be two 'sides'. BRH - yes, this is the same for all schools.

The Y8 offer will have more accessible options for students with clear guidelines re expectations. The options evening has taken place.

Maths will have 8 hours, English and Science 7, historical results over the last two years leading to this decision. Governors noted that the extra hour for maths and the focus on Hegarty are a good combination.

25/19 Policies

SEN Policy - DW proposed acceptance of the policy, HT seconded the proposal. Policy approved with a couple of points of clarification that LHA will feedback to VMA.

SEND Information Report - governors were happy with the report and noted that it would benefit from SMART outcomes re impact. LHA will discuss with VMA.

26/19 AOB

There was no further business to discuss.

The meeting closed at 8.10 pm. Date of next CLES meeting Tuesday 12th March 2019.

Signed: _____ **Date:** _____