

**THE JOHN OF GAUNT SCHOOL**  
**Minutes of the Curriculum, Learning and Educational Standards Committee Meeting**  
**Tuesday 7<sup>th</sup> May 2019**

**Time:** 6 pm  
**Place:** The Hub  
**Present:** Kevin Eames (chair), Liz Summerson, Sarah Bergg, David Whewell, Andrew Hawkins, Helen Thorne, Katherine Bodman (DL PE), Eleanor Shergold (clerk)  
**Advisers:** Louise Hamilton, Ben Rhodes  
**Apologies:**

Agenda Item	Actions Agreed	Who
39/19	CLES policy schedule to be revised for term 6	BRH/LHA
40/19	To send link re mindfulness in schools project to KBO	LHA
41/19	To discuss timeline re developmental drop ins with PSK and how governors can be supportive of this process	DW
41/19	To circulate chapter from Leverage Leadership on developmental drop-ins	LHA

**37/19 Apologies**

There were no apologies.

**38/19 Declaration of Business Interests**

Governors were reminded to declare business interests as necessary.

**39/19 Minutes and Matters Arising**

8/19 - CLES policy schedule to be revised for term 6

30/19 - BRH has discussed the talk project with VLO

31/19 - AH and KE will share the P16 link governor role with JT

32/19 - a question was raised from the previous minutes about Y10 tracking point 2 - BRH said that there was no change - the data is really positive

The minutes of 12<sup>th</sup> March were agreed and signed as an accurate record of the meeting.

**40/19 Interim Faculty Review - PE**

The faculty improvement plan was circulated in advance of the meeting.

KBO updated governors on progress to date with plans to further embed progress in term 6.

Raising achievement - period 6 has been introduced this year and the faculty knows what improvements need to be made for next year. Focused interventions have worked well, giving students extra opportunities to achieve in smaller numbers.

Moderation of work - Cambridge Nationals are new to the school. Moderation has been a key priority, useful for sharing good practice. There have been more opportunities for walking, talking mocks and students have responded well to this.

T4W strategies - KBO has learned much from her colleagues and wants to see T4W further embedded in SoW across the department. Governors asked if this is relevant for PE. KBO - definitely, the faculty is already using T4W strategies and this needs to be applied more consistently.

Closing the gap - KBO highlighted raising achievement strategies outlined in the improvement plan.

Raising aspirations - pre-conceived ideas about PE and how the faculty is trying to address this was discussed.

Curriculum refinement - KS3 assessment has been put in place this year. Students will receive an end of year grade in Y7 and Y8. Governors asked how this will work. KBO explained that this will focus on physical ability, leadership, teamwork and resilience. KBO would also like to add healthy eating.

SB arrived at the meeting.

KS4 curriculum - KBO wants to see this move away from the KS3 curriculum - offering different blocks of options. Governors asked for clarification on the move away from GCSE PE to the Cambridge Nationals.

BRH explained the reasons for this.

Improving T&L - lesson structure has been changed to optimise activity time and to improve student behaviour. Girl's rugby and a dance club have been introduced. H&S procedures have been updated.

Raising the profile of sports and well-being - KBO outlined ways in which she would like to see the profile raised including celebrating achievement. It was suggested that the PTA might be able to help fundraise towards the cost of sports kits for the sports teams. Possibilities discussed - including the potential launch of a health and wellbeing centre.

Governors asked about potential restrictions on the improvement plan. KBO - staff capacity and finance are the main challenges.

The Mindfulness in Schools Project was discussed with a view to PE focusing on the practical aspect and PSHE the theory.

**Action - to send link re mindfulness in schools project to KBO**

**LHA**

Governors thanked KBO for attending.

KBO left the meeting.

Ongoing development of the improvement plan was discussed. KBO's enthusiasm was appreciated.

## **41/19 DH Report**

### **Y10 Tracking Point 2**

The data is looking positive. Overall progress is above that made nationally in all elements bar the open bucket. The school is predicting that Y10 are going to do well. Overall progress is currently 0.364.

Disadvantaged students - data shared for basics 4+ and 5+. There is still a gap.

Governors asked about minus figures against targets. BRH - targets set are very aspirational. A P8 of 0.364 would put JOG in the top 25% in the country.

Governors asked about the disparity between English and maths. LHA - maths is tracking conservatively and is confident that Y11 results will be better than expected. Conversation in class is really learning focused with lots of exam application. Things are changing.

Sub-group analysis - focus areas remain the same - SEN Action, disadvantaged and students with low prior attainment. Middle ability and girls are predicted to make the most progress. Governors observed that the pattern is similar for Y9 TP2. Girls' progress was noted. BRH said that this is partly cultural and the school has to keep working on boys' progress. Changes to new behaviour system discussed. LHA - research show that boys respond well to rewards.

Subject analysis - discussed.

### **Y9 Tracking Point 2**

The behaviour system is having an impact and should support a closing of the gaps in the groups highlighted. Overall progress is positive.

### **KS4 Curriculum Offer and Numbers**

Governors observed that numbers for DT are quite high. In comparison H&SC and CPLD numbers are currently low. BRH - there will be movement into these subjects at the start of Y9 as students reflect on their option choices.

Governors were pleased to see religious education being offered in addition to citizenship with good numbers for both. Governors asked for clarification on the short course of RE.

Good numbers in MFL was noted. Governors were pleased to see the addition of photography as a new course.

Statistics is being sat in Y10 to gain an early GCSE. This does not involve too much additional work as it is already covered within maths.

Governors were happy with the range of subjects being offered. Increased Y7 intake in September discussed, whether this could potentially broaden the curriculum offer in the future. BRH highlighted appointment of a DT teacher with an engineering background - the addition of photography this year and the ongoing development of the curriculum.

There are no students in study skills this year. Governors asked how confident BRH is that transition group students will cope with a standard timetable. BRH - confident as VMA believes all the students will cope. The behaviour policy is working for these students. For some they like it because it is clear. For others there is less distraction around them. The number of SEN students in the support centre is steadily dropping.

KS5 curriculum information and student numbers also shared with governors.

### **Curriculum Structure and Approach to T&L from September 2019**

Ofsted are placing curriculum at the centre of their inspections with the three I's driving their process - Intent, Implementation and Impact. There is an increased focus on the 'so what?' Where knowledge is being embedded and learning secured. JOG's learning cycles place the school in a strong position with the foundations to move the curriculum forward to be very effective throughout KS3&4.

There are a number of subjects at KS3 that need to edit their learning cycles, particularly where there are new subject leaders. Inconsistencies are being addressed so that planning is tighter and to make sure that subject areas are sticking to learning cycles, including assessments, moderation and GEM cycles - ensuring knowledge is embedded.

Governors asked if there is resistance within the school. BRH - only pockets where co-ordination and ownership need to be improved. The challenge is to have learning cycles in place for all subjects in both key stages by September.

Governors asked about the two year KS3 and KS4 being driven by exam specifications, whether this is cause for concern. BRH - learning cycles give a structure to work to. KS3 - need to be really clear about what the school is doing and why, what the purpose is of the curriculum. Ofsted want this to be broad and challenging. Faculty reviews include an external specialist, allowing for external questioning of the curriculum. For KS4 this is set by exam specifications. The school may be under pressure to review the two year KS3/three year KS4. A hybrid version may be a consideration. Governors asked how this would work. BRH explained how this could work, but that any changes need to be for the right reasons, not just because of pressure. Working more on recall and long term memory and the use of Knowledge Organisers was discussed.

**JOG Essentials of T&L** circulated in advance of the meeting - tweaked to reflect the new behaviour policy.

LHA gave an overview of the essentials. Governors asked if this is appropriate for every subject. LHA - it formulates a lesson structure. One of Ofsted's targets for the school is increased consistency. This year has focused on behaviour. From September the focus will be on making sure that everyone is teaching at a consistently good level. This includes a lesson format that everyone needs to follow, reflecting Rosenshine's principles of instruction and the JOG essentials.

There will be one lesson aim instead of a mixed lesson aim, simplifying things for students. Governors asked if there is a risk of more able students switching off. LHA said that the focus will be on teaching to the top then adapting to students' needs.

Governors asked about teacher direction. LHA - research increasingly points to best results coming from predominately direct instructions from teachers. More time explaining, following up with deconstruction models, live marking and diagnostic teaching.

From September a system of developmental drop-ins will provide staff with more regular feedback and coaching based on the JoG essentials. This can be multi-purpose and will eliminate stand-alone formal observations. Governors asked questions to clarify.

**Action - to discuss timeline with PSK and how governors can be supportive of this process** **DW**

**Action - to circulate chapter from Leverage Leadership on developmental drop-ins** **LHA**

### **42/19 Link Governor Report**

Link governor visits will be discussed at May Board meeting.

### **43/19 AOB**

There was no further business to discuss.

**The meeting closed at 8.15 pm. Date of next CLES meeting Tuesday 18<sup>th</sup> June 2019.**

**Signed: \_\_\_\_\_ Date: \_\_\_\_\_**