



## Education Committee Meeting - Minutes

**Meeting Date:** Thursday 5th October 2023

**Meeting Venue:** Teams

**Meeting Time:** 5:15pm

**Governors:** Lea Owen, *(LO)*, Committee Chair  
Joyce Swann, *(JSw)*, Committee Vice Chair  
Lou Baxter, *(LB)*  
Firle Beckley, *(FB)*  
Gabrielle Mace, *(GM)*  
Katharine Paradas, *(KP)*  
Jonathan Searle, *(JSe)*

**Ex officio:** Craig Bull, *(CBu)*, Executive Head Teacher

**Also in attendance:** Richard Thornhill, *(COG)*, Chair of Governors  
Tom Addems, *(AH-I)*, Assistant Head – Inclusion  
Jemma Graffham, *(DH-BA&S)*, Deputy Head – Behaviour Attitudes & Safeguarding  
Vickie Jenkins, *(HOS)*, Head of Secondary  
Dominic O’Driscoll, *(AH-CL)*, Assistant Head – Culture for Learning  
Helen Punter-Bruce, *(HOP)*, Head of Primary  
Danny Simmonds, *(AH-PD)*, Assistant Head – Personal Development  
Matt Stephens, *(AH-P&PSEN)*, Assistant Head – Primary & Primary SENDCo  
James Towner, *(DH-QE)*, Assistant Head - Quality of Education

**Clerk to Governors:** Rif Aslam *(RA)*

**Apologies:** M Benzing *(MB)*

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## Education Committee – Minutes 5<sup>th</sup> October 2023

Item	Discussion	Action
1.	<p><b>Welcome and apologies for absence.</b></p> <ul style="list-style-type: none"> <li>• Chair welcomed Governors &amp; SLT to this ‘virtual’ Education Committee via Teams</li> <li>• Chair accepted apologies for absence from MB, delay from HPB, JSe and acknowledged JTo’s request to leave early</li> <li>• Chair welcomed new members of SLT, TAd, VJe and HPB to the Committee.</li> </ul>	
2.	<p><b>Declarations of Interests</b> There were no declarations of interest made.</p>	
3.	<p><b>Minutes of previous Education Committee Meeting</b></p> <ul style="list-style-type: none"> <li>• Chair confirmed that previous Committee Minutes were signed off in July FGB.</li> </ul>	
4.	<p><b>Committee Business</b></p> <ul style="list-style-type: none"> <li>• Chair expressed her pleasure at being asked to Chair this committee. Having just attended the FGB it felt like an exciting SLT team.</li> </ul>	
5.	<p><b>Head Teacher’s Report</b></p> <ul style="list-style-type: none"> <li>• Curriculum Review – referring to paper, DH-QE explained that first half provided context for governors and combined vision and mission values and our curriculum intent. Key considerations for this year are: <ul style="list-style-type: none"> <li>○ Use of subject specialists in Primary and moving Music more in house.</li> </ul> </li> </ul> <p>JSe joined meeting at 17:21</p> <ul style="list-style-type: none"> <li>○ Languages show declining figures in uptake although grade outcomes are strong.</li> <li>○ Subjects on offer need to be considered with discontinued 6<sup>th</sup> Form.</li> <li>○ Religion Philosophy &amp; Ethics need to examine ways to facilitate this within timetable. Recommendations are: <ul style="list-style-type: none"> <li>○ Redistribute Secondary specialist provision through to Primary</li> <li>○ Reconfigure options in Year 9 to promote languages</li> <li>○ Reduce the number of language options to be more specialist</li> <li>○ Reduce the option on some option subjects with suitable replacements to maintain curriculum breadth</li> <li>○ Review RE provision once permanent recruitment in this subject has taken place.</li> </ul> </li> </ul> <p>HPB joined meeting at 17:27</p> <p><b>Chair complimented</b> AH-QE on detailed and well laid out paper.</p> <p><b>Governor asked</b> whether recommendations need to go to consultation. AH-QE advised that the aim is to redeploy within the department. EHT echoed comments and added that in closing 6<sup>th</sup> Form we agreed to avoid redundancies where possible. A business plan would need to be put forward to the governing board in the first instance with an outline of the process.</p> <p><b>Governor questioned</b> number of students taking the subjects in question in current Year 10. AH-QE outlined numbers. EHT explained that reasons for examining this now are driven by the impact of the phased closure of 6<sup>th</sup> Form.</p> <p><b>Chair expressed</b> need to remain grounded on an educational philosophy. Data on EBacc results would suggest that moving some of those students to more core subjects would be an advantage.</p> <p><b>Governor commented</b> on need to maintain breadth of subjects to ensure options are open for all children. EHT recognised need to keep an ambitious breadth of curriculum.</p> <p><b>Governor emphasised</b> that communication with parents needs to provide advice and guidance for progression opportunities with subject choices. EHT agreed that subjects should come with guidance on career pathways Post 16.</p>	

<p><b>Governor queried</b> music strategy in Primary. HOP explained that current whole class instrumental lessons could be enhanced by specialist inhouse teachers.</p> <p><b>COG stated</b> that any proposed changes rest upon what replaces them. Important that we maintain a breadth of options for students. Business case needs to address this point. EHT agreed.</p> <p><b>Governor asked</b> whether letter from MP about RE was a general one to all schools. EHT advised that it was specifically to us on behalf of a constituent. We will reply with how we are seeking to address any shortfalls in timetabling RE.</p> <p><b>Governor expressed concern</b> that lack of time spent on RE may cause the school a problem. EHT accepted point and explained that there is an overlap between RE and Community lessons where Ethics is covered as part of PHSE.</p> <p><b>Chair requested</b> that the curriculum review includes risks to the business, replacement options for subjects and what those subjects offer in terms of future pathways.</p> <p><b>Governors approved key recommendations outlined by DH-QE.</b> JTo left meeting at 17:52</p> <ul style="list-style-type: none"> <li>• School Evaluation Form (SEF) – EHT explained that our ongoing evaluation allows us to identify our strengths and areas for development. SLT have started to look at this through Ofsted framework criteria. Identifying where we are good and the key areas which need development. Referring to papers he highlighted evidence that backs up greens, reds and ambers. Subsequent advice last week from COG suggested that this is an internal document and that we need to write a statement that tells stakeholders exactly what our school is. We have reworked the document and since then developed a statement which will be included in the packs that will be provided to governors.</li> </ul> <p><b>Governor thanked</b> EHT for work done by him and SLT in preparing paper.</p> <p><b>Governor disagreed</b> with statement about the historical founding of school and explained that it was never the ethos of the school to be akin to an independent school.</p> <p><b>Governor clarified</b> that we did have SEN students in the first year of opening but no SEN provision. EHT agreed that document needs to be accurate.</p> <p><b>Governor noted</b> under red flag that school’s desire to have EBac at the heart of the curriculum is contradicted by suggestion to reduce an offer from 3 to 2. EHT explained that lack of student take up is driving need to reexamine number on offer.</p> <p><b>Governor expressed concern</b> about removing a good performing subject from our results. HOS explained reasoning. AH-CL added that Head of Department aware of proposal and supports drive to provide students with a more directed approach.</p> <p><b>Chair remarked</b> that detail around evidence that you are providing demonstrates strong leadership. Linking that to elements of SEF would help.</p> <p><b>Governor asked</b> what SEMH stood for as it is missing from glossary. AH-P &amp; P SENDCo explained that it was social, emotional and mental health. EHT to update glossary</p> <p><b>COG added</b> that this is a School Evaluation document and is only an internal document. Colour coded sections are useful for governors as reference points. The Ofsted version will be condensed.</p> <p><b>COG emphasised</b> how crucial it is for governors to understand document. EHT said that condensed version will be sent to governors as soon as possible via clerk.</p> <ul style="list-style-type: none"> <li>• School Development Plan (SDP)– Referring to paper EHT pointed out the 7 key objectives with the SLT leads next to them. He hoped with the help of COG to have a governor lead with each objective. Monitoring visits could investigate the progress made against each of the targets. EHT gave a summary of each objective. <ul style="list-style-type: none"> <li>○ Objective 1 - quality first teaching, on lesson culture, retrieval practice, ready to learn routines, vocabulary.</li> <li>○ Objective 2 - assessment for learning which must be phase appropriate.</li> <li>○ Objective 3 - standardised assessment. AH-QE and HOS are developing a new KS3 assessment process to provide more accurate KS3 data.</li> </ul> </li> </ul>	<p>EHT</p> <p>EHT</p>
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<ul style="list-style-type: none"> <li>○ Objective 4 - adapting the curriculum so that it is ambitious for all students.</li> <li>○ Objective 5 - consistency in routines.</li> <li>○ Objective 6 – development of literacy strategy.</li> <li>○ Objective 7 – stakeholder voice ensuring community engagement with school.</li> </ul> <p><b>Chair queried</b> where SEND sits amongst the 7 objectives. AH-I explained that Objective 4. Focus on equipping staff to ensure that students stay in class.</p> <p><b>Governor noted</b> that deadlines can coincide with monitoring visits.</p> <p><b>Vice Chair (VC) remarked</b> that during her monitoring visit in Secondary last week, she witnessed retrieval practice and the Gildredge House 5 in practice in classrooms. Real sense of cohesion and consistency around school reflected from SEF and SDP. EHT thanked VC for her feedback. External Consultant has also observed consistency around school. SLT echoed comments of consistent practices around school taken on board by all staff.</p> <p><b>VC expressed</b> her wish to do a similar visit in Primary. HOP agreed.</p> <p><b>Governor asked</b> if the shortened version of SEF will be shared with all staff. EHT confirmed it will.</p> <p><b>Governor delved</b> into what is being observed in lessons. EHT explained that quality first teaching is what expected of teachers, and they know that is what we need to observe in lessons.</p> <p><b>Chair queried</b> if the Blue Sky system will include personal objectives and appraisals. EHT advised yes.</p> <p><b>VC remarked</b> that SEF and SDP allowed her to write up her monitoring visit easier.</p> <p><b>Chair acknowledged</b> that Monitoring Forms need to be adjusted to overtly align to SEF/SDP targets.</p> <p><b>Chair thanked and congratulated</b> EHT and SLT for their work in developing and writing SEF &amp; SDP. Decisions making process clearly visible in documents</p> <p><b>COG echoed comments</b> and remarked on comprehensive and easy to follow paper.</p> <p><b>Governors approved SEF and SDP.</b></p> <ul style="list-style-type: none"> <li>• Year 7 Open Evening – AH-PD referred to paper and presentation at FGB about the success of the Open Evening. Significant numbers of parents continue to attend our Open Mornings during the week.</li> </ul> <p><b>Chair looked forward</b> to seeing the numbers coming through next year.</p> <ul style="list-style-type: none"> <li>• Gildredge House Lesson Culture - AH-CL spoke of general excitement and pride with what has been achieved so far in 5 weeks. He referred to paper and highlighted: <ul style="list-style-type: none"> <li>○ Key elements of the Gildredge House 5.</li> <li>○ Lessons observations are already showing learning strategies embedding in each lesson with both retrieval practice and white boards. Both areas need further development.</li> <li>○ Staff have begun to implement the strategies and are keen and enthusiastic.</li> <li>○ Vocabulary exposure needs further improvement in Secondary, whilst in Primary it works well.</li> <li>○ Learning Files have been introduced on students for SEN for every member of staff.</li> <li>○ CPD sessions taking place every week either on focusing on Cognitive Load Theory or Effective Formative Assessment. Members of staff will be creating a research project on one of those 2 approaches.</li> <li>○ Partnership with Parents meeting took place on Monday led by DH-QE and HOP to share what we are doing in lessons.</li> <li>○ Messages in school newsletter to embed lesson culture.</li> <li>○ Student Leadership Committee will also be involved.</li> </ul> </li> </ul> <p><b>Chair commended</b> SLT on their achievements so far and the enthusiasm for change.</p> <p><b>Governor advised</b> that she was at Parent Partnership meeting and acknowledged enthusiasm of all.</p> <p><b>Governor queried</b> how that enthusiasm and information can be shared with those parents who did not take part, especially the parents with SEN children. AH-CL advised that we will continue communication with parents through newsletters and Partnership Meetings. These are inclusive strategies.</p>	<p>HOP/VC</p> <p>Chair/COG</p>
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	<p><b>VC advised</b> that she is looking forward to attending the Formative Assessment session on Monday.</p> <p><b>Governor noted</b> learning strategy to remove distractions in lessons and asked about the stance on mobile phones. DH-BA&amp;S explained that no phones are allowed throughout school day since start of term. All offences are recorded. Any phones that are seen are confiscated and collected after school from Reception. On the second offense, the parent has to collect the phone. We have seen a massive decline in phone usage across the school.</p> <p><b>Governor enquired</b> about parental support for this policy. DH-BA&amp;S advised that there has been generally positive support. AH-PD added that the benefits are noticeable during breaks where students are now conversing with each other. EHT explained that Parent Partnership Meeting in June was about mobile phone and social media, and decision came from there as well as a survey.</p> <p><b>Governor asked</b> about behaviour around toilets. DH-BA&amp;S advised that moving Pastoral Support to outside designated areas has helped as students no longer have that as an excuse to be inside.</p> <p><b>Chair acknowledged</b> that behaviour for learning and routines will have a positive impact on children's cognitive load.</p> <p><b>Governor requested feedback</b> from teachers on their experiences of lesson observations, the informal drop-ins etc. He recognised that there was a lot for them to implement and it will be a demanding transition. AH-CL concurred and said, whiteboards and retrieval exercises have been implemented into lessons without too much effort. The CPD cycle this year has built in time for staff to work on elements we have asked them to undertake. Lesson observation cycle will be reviewed for Term 3.</p>	SLT
6.	<p><b>Inclusion</b></p> <p>AH-I gave definition of terms SEND, Pupil Premium, etc. He referred to papers and advised that in all years we are slightly below the national average in percentage of pupils with SEN etc.</p> <p><b>Lead Governor SEND queried</b> figures in report which do not correlate with those in SEF. AH-I advised that there is an updated report which he will forward to her.</p> <ul style="list-style-type: none"> <li>• KS2 – AHP-PSEnCo gave an overview of SATs results. Key successes were in EAL. Reading paper was a particular strength for our PP and SEND children. Areas of priority are Maths. Key actions are to build in earlier SATs practice, adaptive teaching, Inclusion Register to highlight PP, EAL and LAC children as well as SEND. Achievements of specific children who have autism and SEMH, anxiety, ADHD challenges were highlighted.</li> <li>• KS4 – AH-I advised that EAL students received a positive Progress 8 score and average score across 8 subjects. High Prior Attainers performed well with grade 5 and above in English and Maths. Pupil Premium students have seen a slight increase in their average score across 8 subjects. Priorities are: <ul style="list-style-type: none"> <li>○ to reduce the gap in achievement between our PP and SEND students with their non PP and SEND counterparts.</li> <li>○ Increase numbers in EBacc</li> <li>○ Increase numbers achieving grade 5+ in English &amp; Maths</li> <li>○ Improve attendance and behaviour.</li> </ul> </li> </ul> <p>Key Actions:</p> <ul style="list-style-type: none"> <li>○ External SEND consultant has been involved in upskilling our TAs and identifying areas for improvement.</li> <li>○ Focus on making adaptive teaching more explicit.</li> <li>○ Promote consistent approach throughout whole school with targeted observations around teaching our students with SEND.</li> <li>○ Curriculum Review to consider students who are Higher Prior Attainers as well as those who need more support.</li> <li>○ Focus on literacy during Tutor Time for students who are below reading age and offer individualised boosted reading interventions. This is using our Literacy Co-ordinator and English &amp; Maths Heads of Dept. Interventions to be intensive and time bound.</li> </ul>	AH-I

	<ul style="list-style-type: none"> <li>○ Weekly meeting with DH-BA&amp;S to discuss support needs from a SEND and Pastoral perspective. AH-I highlighted several students who achieved great successes in their exams. <b>Governor commented</b> on impressive and detailed report.</li> <li>● SEND Review – AHP-PSENDCo advised that we are partway through the external view. Day one took place in July. Their feedback agreed with our own assessment. Although there are good practices, they need to be consistent across the whole school. Day two of review rescheduled to next month.</li> <li>● Quality First Adaptive Teaching – AH-I outlined how this will promote consistent approach throughout school aligned with Objective 4 in SDP. Staff are accountable for the progress of students. Focus on keeping children in lessons, target interventions outside curriculum hours, CPD to support staff in delivering aims etc. <b>Lead Governor SEND asked</b> if this information will be in the SEND information report for parents. AH-I confirmed it will. FB left meeting at 19:19 <b>VC complimented</b> reports provided and wanted to draw attention to the short 6 week interventions carried out in Primary in which the reading age improved by 12 months and in some cases 24 months. AH-I thanked governor and assured her that liaison with Primary is taking place as well with the Literacy Co-ordinator. <b>Governor echoed</b> comments about presentation and pointed out 2 typing errors. <b>Governor noted</b> those “not at standard” needs a narrative to be in place. AH-I agreed. AH-CL advised that updated data today shows the PP gap is now smaller. <b>Governor emphasised</b> that data needs to be accurate so that it does not detract from the magnificent work taking place. <b>Chair echoed comments.</b> Narrative needs to be showing a clear flow – issue, objective, and what we’re doing about it. <b>Governor expressed concern</b> about burnout and work overload. AH-I offered assurances that he was conscious of that. EHT remarked on enthusiasm of both AH-I and AHP-PSENDCo and acknowledged need to be mindful of workload. <b>Chair thanked</b> AH-I and AHP-PSENDCo for reports and the real stories of students who have reaped the reward of interventions.</li> </ul>	AH-I
7.	<p><b>Admissions Update</b> Chair of Admissions gave a summary of number of applicants so far in Secondary. Most Open Evenings in other schools have not taken place yet. Parents have until 31 October to submit applications. Very positive comments during our Open Evening. Current Year 7 numbers in Secondary are at capacity.</p>	
8.	<p><b>Monitoring Schedule</b></p> <ul style="list-style-type: none"> <li>● Monitoring Visit Personal Development – Governor summarised visit in July with members of SLT. Paper details visit. Governor expressed wish to go back to cover pupil voice as on the day the visit clashed with other school activities. <b>Chair noted</b> link in Visit Form to SDP objectives and the preparation before the visit itself. <b>Chair recommended</b> more connection between the action interventions from the SDP. This will allow staff to use the governor visits as a piece of evidence to say which is being implemented or not. The focus, the preparation, the action interventions, and the timetable should be prepared for governors by staff prior to us attending to evaluate. <b>Chair suggested</b> liaising with COG to create a new Monitoring Visit Form.</li> <li>● Schedule of Forthcoming Visits – EHT and COG agreed to meet to link monitoring visits with schedule of evaluating SDP.</li> </ul>	COG/Chair EHT/COG

9.	<p><b>Any other urgent business</b></p> <ul style="list-style-type: none"> <li>• EHT advised a slight positive increase in Progress 8 since projection at FGB last week.</li> <li>• Governor requested that link to mock interviews attendance be resent.</li> </ul>	AH-PD
10.	<p><b>Confirmation of future Governor Meeting Dates for 2023/2024</b></p> <p><b>FULL GOVERNING BOARD:</b>  7<sup>th</sup> December 2023  14<sup>th</sup> March 2024  4<sup>th</sup> July 2024</p> <p><b>EDUCATION COMMITTEE:</b>  25<sup>th</sup> January 2024  16<sup>th</sup> May 2024</p> <p><b>ENTERPRISE COMMITTEE:</b>  16<sup>th</sup> November 2023  1<sup>st</sup> February 2024  13<sup>th</sup> June 2024</p>	
	<p><b>Meeting Closed</b>  Chair thanked governors and particularly SLT for their time, effort and input and closed the meeting at 19:43 hrs.</p>	