



## Education Committee Meeting - Minutes

**Meeting Date:** Thursday 15<sup>th</sup> May 2025

**Meeting Venue:** Teams

**Meeting Time:** 5:15pm

**Governors:** Lea Owen, *(LO)*, Committee Chair  
Joyce Swann, *(JSw)*, Committee Vice Chair  
Firle Beckley, *(FB)*  
Gabrielle Mace, *(GM)*  
Nicoleta Uzorka Ion, *(NUI)*  
Katharine Paradas, *(KP)*

**Also in attendance:** Richard Thornhill, *(COG)*, Chair of Governors  
Tom Addems, *(AH-I)*, Assistant Head – Inclusion  
Vickie Jenkins, *(HOS)*, Head of Secondary  
Rebecca McGuinness, *(AAH-P)* Associate Assistant Head - Primary  
Dominic O'Driscoll, *(DH-QE)*, Deputy Head – Quality of Education  
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*

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

**Apologies:** C Bull *(CBu)*

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## Education Committee – Minutes 15<sup>th</sup> May 2025

Item	Discussion	Action
1.	<b>Welcome and apologies for absence.</b> <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 CBu.</li> </ul>	
2.	<b>Declarations of Interests</b> There were no declarations of interest made.	
3.	<b>Minutes of previous Education Committee Meeting</b> <ul style="list-style-type: none"> <li>Chair confirmed that previous Committee Minutes were signed off at March FGB.</li> </ul>	
4.	<b>Head Teacher's Report</b> <ul style="list-style-type: none"> <li>Executive Summaries               <ul style="list-style-type: none"> <li>Progress and Attainment – HOP &amp; HOS referred to paper and invited questions.</li> </ul> </li> </ul> <p><b>Chair noted</b> great progress made.</p> <p><b>Chair asked</b> for an update on nursery support and why comms and language improvement is only 3% in nursery. HOP advised that we've not been able to implement all the speech &amp; language interventions due to staffing issues. AH-P&amp;PSEN has put together proposals to address speech &amp; language deficiencies and next stage is to organise a meeting with FB to go through them. We're organising our usual visits to 16 early years settings now that next year's reception intake has been accepted. This will allow the teams to identify students with challenges before they start school with us. We can then offer support to staff in the nursery setting and work with the parents to address the needs as soon as possible. AH-P&amp;PSEN added that it is much easier to begin the statutory paperwork for ECHP's whilst the child is in nursery. By going into the nursery setting, the evidence trail can begin for the child before they come to us.</p> <p><b>Governor sought</b> clarification of data. Can see the progress but not the target expected levels. AAH-P advised that currently working on identifying the baseline target in Primary so that it can be tracked into Secondary. From September teachers will have that information.</p> <p><b>Governor commended</b> chart on Page 8 of papers.</p> <p><b>Governor asked</b> when assessment points take place in the year. AAH-P advised that they are aligned with PIXL but Year 6 have more frequent assessments. AP1 is end of Sept/Oct. AP2 is in February and AP3 in June.</p> <p><b>Governor commented</b> that it would be useful to have the month next to the AP.</p> <p><b>Chair enquired</b> whether the 1-3 TA to pupil ratio in Year 1 was sustainable. HOP advised no. Year 1 is a challenging cohort with social, emotional and developmental challenges. On paper their progress looks good but we do need more funding for these student's needs. Looking at staffing for next year.</p> <p><b>Chair asked</b> about trainee teacher for Year 6. AAH-P advised that 3 student teachers requested and depending on skill set of trainee, used for targeted Year 6 interventions.</p> <p><b>Chair queried</b> whether there are 3 trainees every year. HOP advised that we request 3 at different points in the year.</p> <p><b>Governor noted</b> homework engagement with parents in Year 6 and recommended this for younger years. For example, once maths videos are set up, they are offered to earlier year groups. HOP agreed.</p> <p><b>COG asked</b> if the Year 1 progress is directly linked to the resource. HOP advised that the progress is down to sheer determination of teachers to gain the best outcomes for children. It is also down to moving the 3-4 children into a small group with learning tailored to their needs. This has meant the rest of the cohort can progress.</p> <p><b>COG queried</b> when the funding will be in place for the 3-4 children so that they can continue to be supported. AH-P&amp;PSEN advised that it can be a 20 week process from the moment you apply</p>	<div>AAH-P</div> <div>HOP</div>

	<p>for an EHCP. They require 1 year of evidence and it takes 1 year to process overall. There is a lot of evidence required to meet the thresholds.</p> <ul style="list-style-type: none"> <li>o Culture for Learning – HOS referred to paper</li> </ul> <p><b>Chair commended</b> how evaluation is laid out in paper and how it's broken down. HOS advised that evaluation data is used in masterclasses. East Sussex Advisor carried out a review of Secondary yesterday. She agreed with the evaluations.</p> <p><b>Chair recommended</b> linking visibility with impact on progress.</p> <p><b>Governor asked</b> whether regularly set homework is improving outcomes. HOS advised that there is data that shows improvement in Maths. Next drive is to look at what we can do for the children who are not completing homework.</p> <p><b>Governor questioned</b> how homework for essay based subjects can show positive outcomes. HOS explained that homework strategy is based on knowledge recall and consolidation of knowledge to improve long term memory.</p> <p><b>Chair queried</b> what the Frayer Model was referred to in paper. HOS explained that it is used to improve literacy across whole school.</p> <ul style="list-style-type: none"> <li>o Inclusion – AH-I referred to Paper and highlighted link to Newsletter on final page.</li> </ul> <p><b>Chair enquired</b> if there were more SEN students generally. HOP &amp; HOS confirmed yes. It's also the case nationally. A lot more needs being diagnosed. AH-I echoed comments and added that it will continue to grow and the earlier we can apply interventions in Primary the better.</p> <p><b>Chair enquired</b> if there were others going through the ECHP process in addition to 3 mentioned earlier. AH-I confirmed there were several more in Primary. In Secondary there are potentially 2 that we will be starting ECHP applications for. Work being done on adaptive teaching in both phases. Dialogue takes place between staff and SENDCo with regards to specific students.</p> <p><b>Chair acknowledged</b> picture of increasing need.</p> <p><b>Chair asked</b> how do you know that every single teacher is keeping up with the changing need of a student. AH-I advised it is through the Student Support Profiles, lesson observations, weekly learning walks to ensure all teachers are applying adaptive teaching strategies. Getting into the classrooms as much as possible.</p> <p><b>COG asked</b> how likely it is that there will be an increasing need that more children will require additional support. AH-I advised it was a very real increase hence our universal approach to ensure good quality teaching in the classroom. AH-P&amp;PSEN echoed view.</p> <p><b>Governor highlighted</b> that underlying speech and language problems exist and it was good to see that this is a focus in Primary.</p> <p><b>Governor commended</b> work done around visuals. Calmness and structure in Oasis apparent this year. AH-I praised the staff. He added that TA's work tirelessly to build children's confidence so that they can achieve.</p> <p><b>Chair echoed</b> praise.</p>	
5.	<p><b>School Development Plan</b></p> <ul style="list-style-type: none"> <li>• HOP and HOS referred to paper and invited questions.</li> </ul> <p><b>Chair commended</b> amazing books.</p> <p><b>Chair observed</b> differing impacts of adaptive teaching in Primary and Secondary. HOP explained that phases have differing starting points. The goal is to align both phases. Primary focus has been on writing and Secondary focus has been on vocabulary and reading.</p> <p><b>Chair noted</b> red through lines. HOS advised that SLT are short 2 staff. Their work has been picked up by SLT. Red lines are things we have identified that we would like to develop.</p> <p><b>Chair praised</b> the general level of detail in the papers.</p> <p>General discussion ensued around how impact of strategies can be measured in the future.</p> <p><b>Governor asked</b> what determines amber turning into green. HOS explained that amber means that we are confident actions are in place to meet the success criteria by the end of the academic year.</p>	
6.	<p><b>Admissions</b></p> <p>Lead governor advised that there is nothing further since FGB. All positive.</p>	

	HOS advised that there is pressure from ESCC to take on FAPs (Fair Access Protocol) which we have to balance with safety numbers.	
6.	<b>Monitoring</b> Chair thanked governors for reports and invited them to comment. <ul style="list-style-type: none"> <li>Monitoring Visit SDP2 SEND Interventions Primary – governor advised that report dates back to February and most of issues raised have been addressed.</li> <li>Monitoring Visit Safeguarding &amp; Mental Health – Governor happy with visit.</li> <li>Monitoring Visit Schedule – Chair confirmed governors aligned to each SDP target.</li> </ul>	
7.	<b>Any other urgent business</b> <ul style="list-style-type: none"> <li>Chair advised that this was FB’s last Education meeting and thanked her for all she has done and the significant role she has played. Comments echoed by all.</li> </ul>	
8.	<b>Confirmation of future Governor Meeting Dates for 2024/2025</b>  <b>FULL GOVERNING BOARD:</b> 3 <sup>rd</sup> July 2025  <b>ENTERPRISE COMMITTEE:</b> 12 <sup>th</sup> June 2025  <b>STRATEGY DAY:</b> 5 <sup>th</sup> July 2025	
	<b>Meeting Closed</b> Chair thanked governors and SLT and closed the meeting at 18:33 hrs.	