



## Education Committee Meeting - Minutes

**Meeting Date:** Thursday 23<sup>rd</sup> January 2025

**Meeting Venue:** Teams

**Meeting Time:** 5:15pm

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

**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  
Rebecca McGuinness, *(AAH-P)* Associate Assistant Head - Primary  
Dominic O'Driscoll, *(AH-CL)*, Assistant Head – Culture for Learning  
Helen Punter-Bruce, *(HOP)*, Head of Primary  
Matt Stephens, *(AH-P&PSEN)*, Assistant Head – Primary & Primary SENDCo  
James Towner, *(DH-QE)*, Deputy Head - Quality of Education

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

**Apologies:** G Mace *(GM)*, D Simmonds *(DS)*

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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 GM and lateness from JGr and DS.</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 December FGB.</li> </ul>	
4.	<b>Head Teacher's Report</b> EHT advised that there is a Term 1 & 2 Christmas review of the SDP that will go to the next FGB but does underpin the exec summaries. EHT invited SLT to highlight aspects of papers. <ul style="list-style-type: none"> <li>Executive Summaries               <ul style="list-style-type: none"> <li>Progress and Attainment                   <ul style="list-style-type: none"> <li>Primary - AAH-P explained that papers provide a snapshot of data from API but are now underpinned by PIXL data. PIXL provides teachers with analysis of gaps from the year before and an opportunity to build that into Teaching &amp; Learning. Applies to all Year groups. HOP added that Early Years won't be joining the PIXL assessment structure as they operate under a different structure. Year 1 students at this time of year are too young to sit a paper assessment. Access arrangements for all year groups are being put in so that every student has the best chance of showing us their current attainment level. AAH-P explained that we're seeking to increase teachers knowledge on what the PIXL data is showing them. This will give every year group the skills to progress attainment by Year 6.</li> </ul> </li> </ul> </li> </ul> HOP highlighted information on Phonics. Journey of cohorts can be seen in paper. DH-QE echoed comments and emphasised strong connection between year group data. <u>Chair noted</u> focus on reading, writing and maths going through all the year groups. Good to see the start of mapping the journey of students. <u>Governor queried</u> what information will be fed back to parents. AAH-P advised that PIXL is a teacher's tool for analysing data. To maintain consistency, parents will receive the same methods of feedback as previously but the information they receive will be underpinned from PIXL data. <u>Chair questioned</u> how access arrangements are being identified at such an early age. AH-P&PSEN explained that this is from a combination of teacher observations, screening tests and referrals. <u>Chair expressed</u> surprise that this can be done at such an early age. AH-P&PSEN advised that both children on a formal diagnosis and those on the pathway to one are included. <u>Chair commended</u> quality of teaching and learning she observed during her monitoring visit and use of flash cards. <u>Chair asked</u> how change in arrival times in Primary is progressing. HOP explained that there were a few expected teething issues in September but none since then. <ul style="list-style-type: none"> <li>Secondary – DH-QE explained that there is the intention to assess every year group against what we teach to see how well we are teaching them. Focus in KS3 around English and Maths. Referring to paper he highlighted Year 8 data. Close correlation between behaviour, attendance and attainment. Significant proportion of Current Year 11 are in the middle prior attaining group compared to other years.</li> </ul>	

	<p><b>Governor queried</b> red group in paper. DH-QE explained that this group is based on pastoral, behaviour and attitude to learning. These individual students are targeted by the Head of Year with bespoke programmes.</p> <p><b>Chair enquired</b> whether programmes are internally delivered for these red groups. DH-QE explained that there is alternative provision in place for some of them.</p> <p><b>Chair questioned</b> whether resources were available to improve the attainment of the red group. DH-QE advised known resources were being utilised.</p> <p><b>Governor asked</b> what was being put in place to raise the attainment of boys. DH-QE advised that most of our boys fall into 2 groups. They are either in low effort, low attainment group or low effort and high attainment group. Interventions in Year 11 are targeting a higher number of boys than girls. AH-CL added that the next phase of lesson culture will focus on instilling in students the drive to succeed, motivating themselves.</p> <p><b>COG requested</b> number of students in red group and common features that leads to lower attainment. DH-QE advised approximately 10. Year 8 &amp; 10 have the highest number others not so many. There is a connection between deprivation, parental engagement, support at home and readiness to learn. To help with the latter, we aim is to provide the students with resources such as revision guides and equipment for lessons. AH-I added that these students have other issues outside of school. It's about showing them what they can do. Help them to accept healthy struggle.</p> <p><b>Chair pointed</b> out the benefits of new testing in Primary Phase will eventually come through into Secondary Phase.</p> <ul style="list-style-type: none"> <li>○ Inclusion – AH-I referred to Paper.</li> <li>- KS1 focus will be Pupil Premium gap in reading and maths.</li> <li>- KS2 will examine to SEMH provision in Year 4.</li> <li>- KS3 focus on raising the attainment of low prior attainers, SEND and PP pupils.</li> <li>- KS4 progress for Year 11 moving in right direction. Year 10 positive start to their GCSEs.</li> <li>- Adaptive Teaching also a focus. Ensuring staff being held to account for things we are saying and doing. Master classes being delivered in both phases. Oasis review done to check what is being delivered. Lead Practitioner working with Oasis Co-ordinator to ensure quality of what is being delivered. AH-P&amp;PSEN added that learning walks are taking place. PIXL data providing better tracking of progress of students with PP, SEND and EAL.</li> <li>- Interventions in place across years 5-11 for a larger number of students compared to last year.</li> </ul> <p><b>Governor pointed out</b> wide gap in writing for Year 6 PP. AH-P&amp;PSEN advised that current focus with SATs is reading and maths. Next focus will be writing with interventions.</p> <p><b>Governor queried</b> percentage of students listed as SEN in Year 1. AH-P&amp;PSEN explained that this data reports on SEN K. There are a lot more students which are in the monitoring group.</p> <p><b>Governor queried</b> totals in Page 41 for Year 11 as they do not add up. AH-I advised that there is an error there which he has noticed himself and will seek to correct.</p> <p><b>COG sought</b> clarification about characteristics of EAL students. AH-I explained that some are fluent in English, highly motivated and high achievers and others who are new to English and struggle. We've invested in the EAL service. In Primary, we have a specialist working with classroom teachers and one to one with students. In Secondary, we have to support staff more. Tablets purchased to translate are being trialled with 5 new students. EALs running a strategy day next week which AH-I will attend. 95% of students very motivated and parents supportive. 2 parent coffee mornings held so far. Both were well attended. Community being built with our multilingual students and moving in a positive direction. Advice is that children should speak their own language at home to retain their abilities in it and English at school.</p> <p><b>COG remarked</b> that children with more than one language tended to have higher outcomes. AH-I explained the scales used to measure proficiency. A is new to English and E is fluent in English. Majority fall in C to E band. EHT offered to include breakdown in next report.</p>	<p>AH-I</p> <p>AH-I</p>
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**Governor enquired** which additional languages are spoken in school. AH-I advised that it varies in year groups from Yoruba, Polish and Ukrainian. No one language dominates. We do have list of staff that speak additional languages.

JGr joined meeting at 18:05. NUI left meeting.

**Chair noted** increasing percentage of SEND students. AH-I advised that it was a national trend. EHT added that funding is an issue. Increasing need arrives in Early years and it can be Year 2 before the funding arrives. In the meantime, the school has to cope with meeting the need. Discussion ensued about needs of SEND students and lack of provision.

- Behaviour and Culture – DH-BA&S highlighted new table showing breakdown of behaviour points. 6 to 7 new categories added including vandalism as many used to be logged as “other”. Middle leaders receive a behaviour report every day. Improvements seen in attitude to learning. Lots to do with teaching strategies and CPD programme. Full Pastoral Team in place also impacts data positively. 50 boys identified as having an impact on behaviour points awarded.  
DH-BA&S referred to suspension data. Students aware that they are being held to account for their behaviour and the consequences they will face if they are physical. Message sent throughout whole school. Primary are not exempt. Charity invited into school. They held a workshop with a powerful message illustrating the consequences of “one punch” both on the child and the family. Suspensions have been for one off incidents. This shows that the work in educating and reintegrating students is having an impact. No longer have repeat offenders.  
Rewards summary showing overview of celebration assemblies held before Christmas.
- Safeguarding – DH-BA&S explained that we have the same issues experienced nationally around welfare, wellbeing, attendance and mental health.  
We’re working in collaboration with Police whom we meet weekly and DSL networks County wide.  
Place2Be termly report included in Papers showing number of children and families they are supporting.

**Chair praised** case study included in papers.

**Chair noted** increase in mental health issues. EHT advised that there is a big waiting list with Place2Be. It’s an important resource that we provide as there is not the support available for families externally. It comes as a significant cost borne by the school. Even with the additional time we have bought, it’s still not enough to meet the need. DH-BA&S added that we do seek help from charities and local authorities where we can.

**COG delved** into why there was a waiting list issue with Place2Be. DH-BA&S advised that it was a capacity issue for them. Cases are triaged and prioritised. Where possible group sessions are held. EHT added that we have a good relationship with Place2Be and we benefit from use of their trainees.

- Attendance and Persistent Absentees – DH-BA&S advised that the biggest issue is holidays during term time. Whole school attendance responsibility sits under one person. Every year group has key individuals who impact the data. In Primary only takes one or two students either on holiday or on bespoke SEN timetables to impact data. Statutory school age also prevents us intervening in reception classes. In Secondary it’s similar issues of holidays, alternative provisions and mental health.  
Persistent absentees are known and have complex issues.

**Chair asked** how often fines are issued. DH-BA&S advised that warning letters are issued as well as fines.

- Personal Development – EHT referred to paper and invited questions. No questions.

**Chair expressed** appreciation for all the papers and the data provided by SLT.

	<ul style="list-style-type: none"> <li>PP Strategy – EHT referred to paper.</li> </ul> <p><u>Governors approved PP Strategy.</u></p>	
5.	<p><b>Admissions Update</b></p> <p>HOP and EHT gave a brief outline of the number of applicants and breakdowns in both phases.</p>	
6.	<p><b>Monitoring</b></p> <p><u>Chair commended</u> number of visits that have taken place so far and invited governors to offer highlights.</p> <ul style="list-style-type: none"> <li>Monitoring Visit SDP2 SEND Planning – Lead Governor SEND (Secondary) explained that this paper set out in September with aims of Team for whole academic year.</li> <li>Monitoring Visit SDP2 SEND Primary – AH-P&amp;PSEN explained that governor visit in November observed pockets of good practice in adaptive teaching. CPD programme in place to make good practice more consistent. Next visit is Monday on interventions.</li> <li>Monitoring Visit SDP2 SEND Secondary – Paper was discussed at FGB.</li> <li>Monitoring Visit SDP4 Curriculum – Lead Governor explained that a learning walk was carried out where adaptive teaching strategies, assessments, uniformity were explored. There were some differences in classrooms but all of them are underpinned with the same quality assurance processes. Witnessed some exceptional teaching.</li> <li>Monitoring Visit SDP1 Lesson Culture – Chair undertook this visit. Commended experience. To actually see what is being said at meetings is taking place on the ground.</li> <li>Monitoring Visit SDP5 Behaviour – Chair undertook this visit and commented as above.</li> <li>Monitoring Visit SDP2 Pupil Premium – no questions raised on paper.</li> </ul> <p><u>Chair recommended</u> all governors carry out learning walks during their monitoring visits. EHT offered his thanks for the work in developing the Monitoring Visit Form. The questions on it ensure that visits are focused on monitoring the application of the targets in the School Development Plan.</p>	
7.	<p><b>Any other urgent business</b></p> <p>None raised.</p>	
8.	<p><b>Confirmation of future Governor Meeting Dates for 2024/2025</b></p> <p><b>FULL GOVERNING BOARD:</b></p> <p>27<sup>th</sup> March 2025 3<sup>rd</sup> July 2025</p> <p><b>EDUCATION COMMITTEE:</b></p> <p>15<sup>th</sup> May 2025</p> <p><b>ENTERPRISE COMMITTEE:</b></p> <p>13<sup>th</sup> February 2025 12<sup>th</sup> June 2025</p>	
	<p><b>Meeting Closed</b></p> <p>Chair thanked governors and SLT and closed the meeting at 18:55 hrs.</p>	