



**Education Committee – Minutes**

**Meeting Date:** Thursday 10<sup>th</sup> February 2022  
**Meeting Venue:** Via Teams  
**Meeting Time:** 5:15pm

**Governors:** Louise Baxter, *(LB)*, Committee Chair  
Gabrielle Mace, *(GM)*, Committee Vice Chair  
Alison Allart, *(AA)*  
Marilyn Benzing, *(MB)*  
Ollie Newman, *(ON)*  
Bill Roddick, *(BR)*  
Joyce Swann, *(JS)*  
Chloe Taylor, *(CT)*

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

**Also in attendance:** Julian Mace, *(JM)* *(CoG)*, *Chair of Governors*  
Catherine Geldard, *(HOP)*, *Head of Primary*  
Karen Maxwell, *(ADSL)*, *Acting Designated Safeguarding Lead*  
Dominic O’Driscoll, *(AHT-SEN)*, *Assistant HT – SEND Co-ordinator*  
Danny Simmonds, *(AHT-B&A)*, *Assistant HT - Behaviour & Attendance*  
James Towner, *(AHT-A&C)*, *Assistant HT - Assessment & Curriculum*

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

**Apologies:** None received for absence

## Education Committee – Minutes 10 February 2022

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 welcomed CBU to his first Education Committee Meeting</li> <li>Chair accepted apologies for lateness from AA</li> </ul>	
2.	<p><b>Declarations of Interests</b></p> <ul style="list-style-type: none"> <li>No interests declared.</li> </ul>	
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 at 9 December FGB.</li> </ul>	
4.	<p><b>Data</b></p> <ul style="list-style-type: none"> <li>Primary: Chair thanked HOP for detailed Paper and invited her to highlight areas. HOP advised of slight amendments which need to be made and went on to explain that we have seen a downward trend with children &amp; staff absence with Covid. Interventions are running across year groups, targeting children using analysis from papers done by them in Maths, Reading and Writing. Children have then been grouped according to their needs. Progress has been good in reading. Writing is weaker across Eastbourne schools. We’ve joined the Eastbourne Partnership and are part of the “Talk for Writing” training. Currently being undertaken by our Yrs 4, 6, Reception and an intervention group. It’s a model to teach writing by learning text by heart and then adapting that language for their own independent pieces of writing. This increases their standard of writing. In Phonics we were on an upward trend pre Covid. Since Covid the trend reversed. We’ve introduced Govt approved “Little Wandle”. All Primary staff are trained on it and some Yr 7 TAs. 5 out of 6 Models completed. Outstanding one is the reading element. New resources have been purchased and all staff in Yrs R-2 are teaching using “Little Wandle”. Method uses set mantras and language. Impact to be measured. Intervention analysis done in July and again in December. Weakest 25% of children made very good progress. Where it didn’t work in Year 3 we have adapted by putting TAs back in the classes. Progress is in the right direction but we still have staff and children off with Covid which is a challenge. We are targeting times tables and spellings with parent engagement.</li> </ul> <p><b>Chair requested</b> amendments be sent to Clerk.</p> <p><b>Chair asked</b> for outcome of dyslexia screening in Yrs 3-6. HOP advised that children identified as high risk have gone onto Lexia Programme. We’ve also looked at those children’s standardised scores to compare. Some children still achieve good scores in standardised tests as they have developed good coping strategies.</p> <p><b>Chair queried</b> whether 58 children was a large percentage to have moved onto Lexia comparative to other schools. HOP reported it was difficult to assess as every school is different. All 58 children have made progress.</p> <p><b>Chair complimented</b> HOP on use of space in Primary with the targeted interventions which she noted during her own Monitoring Visit.</p> <p><b>Chair questioned</b> whether SATS will be done this year. HOP confirmed that Year 6 will be doing SATS and the data will tell us how they are doing but it won’t be published. A staff member, trained as Moderator, will be checking our assessing to ensure we are making accurate judgments.</p> <p><b>Chair asked</b> for focus on Yr 6 SATs data at next Education Committee meeting in May.</p> <p>HOP advised that the results of Yr 6 SATs papers in December were on subjects which they have not yet been taught. Their next SATs papers will reflect results after the subjects have been taught.</p>	<p>HOP/Clerk</p> <p>HOP</p>

<p><b>Chair questioned</b> whether writing was an area of concern across all schools. HOP advised that was the message from the Moderation Training.</p> <p><b>Chair queried</b> how Year 5 data in Maths and Writing compared to pre Covid. HOP advised that it is worse. The impact is apparent in current Yr R with having missed so much nursery and socialisation.</p> <p><b>Governor noted</b> her Monitoring Visit in October had highlighted no incidents. Was this still the case? HOP confirmed that it was.</p> <p><b>Governor complimented</b> HOP on this achievement and asked if there was any data on progress and attainment illustrating the impact of your actions. HOP advised that the data sheets provided show separately the attainment of those who are not SEND and those who are. Those who are SEND start from a lower point but data shows that all have made progress.</p> <p><b>Governor queried</b> why data shows that girls are not doing as well as boys. HOP explained that close examination shows that different year groups have different trends. Usually summer born boys fare worse. However, in some year groups there are a higher number of girls with SEND than boys and low attendance also has an impact. Our interventions for those children are personal to the child. The one to one nature of the Boosted Reading Programme allows us to find out what will ignite that child's enthusiasm.</p> <p>HT advised that Local Primary School Partnership is seeking to examine impact of Covid on learning and ways to counter that in reading, writing and counting. Findings will be re-laid to Governors. HOP added that Primary &amp; Secondary schools are sharing best practice and research.</p> <p><b>Governor complimented</b> HOP on comprehensive data and its presentation <b>and asked</b> about parental engagement and volunteers.</p> <p>HOP advised that volunteers are limited. We are about to analyse how many parents have engaged in parent consultations and then reach out to ones who have not engaged and discover the barriers to homework. Feedback from Yr R is that only half the parents read with their children on a regular basis. For Yrs 3 &amp; 4, we've held workshops in house and remotely but only a ¼ of parents engaged in this. We do have 6<sup>th</sup> Formers and Secondary Duke of Edinburgh students who volunteer to read with Primary.</p> <ul style="list-style-type: none"> <li>• Secondary: AHT-A&amp;C referring to Paper, pointed out focus on key exam groups (Years 11 &amp; 13). Progress 8 based on 2019 comparisons. Data shows overall students doing well in English. Year 11 overview shown in percentage and number value. 49 students who do not have Level 5 in Maths but do in English. 5 Students who do not have level 5 in English but do in Maths. If we were to convert those students who don't have Maths but do have English, it would shift our overall percentage by 26% in combined score. He went on to explain 3 tiers of Interventions all of which are being overseen by combination of Pastoral Team, Head of Year 11, SEND Team, Heads of English, Maths and the teachers that teach the individual students. Review last week assessed progress of those students who are half way through their interventions and found 2/3<sup>rd</sup> are likely to make the shift upwards. Interventions making a positive difference. This will be measured properly after half term when Year 11 do their 2<sup>nd</sup> round of Mock Exams.</li> </ul> <p><b>Governor questioned</b> why there is a problem with Maths. AHT-A&amp;C explained combination of reasons which include staffing to some extent and impact of last 2 years. Issues not only in Maths but subjects that require specific retention of key facts such as Science. There does seem to be a sharper upward trend towards the end as that knowledge suddenly clicks in. Year 8 &amp; 9 average attainment is lower than other year groups. Lowest attaining students are often Pupil Premium students. Those that are practicing regularly and had a good level of support during lockdown periods are doing better.</p> <p><b>Governor queried</b> whether there were any systems in place to help those students to capture the learning that they have learnt that day. AHT-A&amp;C advised consolidation of information practices are in place in maths.</p> <p><b>Governor pointed</b> out that this should be happening across subjects not just Maths. AHT-A&amp;C</p>	<p>HT</p>
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	<p>explained that consolidation of learning being pursued at beginning and end of each lesson across all subjects. AHT-A&amp;C went on to highlight other areas of Paper.</p> <p>Year 11 subjects show differences. Engineering showing lower attainment and interventions in place. Twilight Programme this year has been changed to allow more interventions. Interim reports show that these are making a difference.</p> <p>Year 13 smaller class sizes mean significant difference is made inside class. There is a typical dip after summer holidays. However, teachers are noting differences between pupils from different schools. These are due to varied practices adopted by those schools in the absence of GCSE exams. "A" Level teachers are having to teach GCSE topics. Our own students are faring much better as we continued with curriculum despite no exams.</p> <p><b>Governor noted</b> the gap in attainment between Pupil Premium and non PP students <b>and asked</b> what PP Fund is being spent on to lessen the gap. AHT-A&amp;C advised that SEN &amp; PP students are always first priority for that spend and more detail is in Paper provided by AHT-SEN.</p> <p><b>Governor asked</b> if there was data to show overlap with PP and SEN students. AHT-SEN confirmed there was. He stated that improving the consistency and quality of teaching &amp; learning in every single lesson will have the biggest impact on these students. Interventions are helpful but colleagues have to become better and more knowledgeable about how to teach these students. CPD programme for this year looks at improvements in the classroom, inclusive learning for all.</p> <p><b>COG questioned</b> why girls underperforming in Maths. AHT-A&amp;C advised that it was not just Maths. Focus in past has been why boys underperform and perhaps that has dominated. He reiterated that quality of provision will make the difference to all.</p> <p><b>COG requested</b> more in depth look at teaching and learning at next Education Committee meeting.</p> <p><b>Staff Governor commented</b> that since appointment of AHT-SEN, he has improved staff engagement and understanding of SEN &amp; PP. His CPD presentations have provided coherent ideas and practical steps we can utilise.</p> <p><b>Staff Governor expressed concern</b> about labelling by gender and the thinking that a certain approach works by gender. She went on to support AHT-SENs approach of improving for all. This makes teachers tailor their support to an individual rather than a gender.</p> <p><b>Chair confirmed</b> that there was a move away from gender bias.</p> <p>HT supported comments and noted need to provide Governors with absolute clarity on where there's crossover between PP and SEN and who we're targeting.</p> <ul style="list-style-type: none"> <li>• Sport: Staff Governor (also Head of PE) referred to Presentation which illustrates activities in Primary &amp; Secondary. In Secondary groups are streamed and activities are tailored by staff to suit those groups.</li> </ul> <p><b>Chair thanked</b> Staff Governor for report and points covered in it.</p> <p><b>Chair questioned</b> whether extra-curricular sporting activities had resumed. Staff Governor advised that activities with other schools and local leagues had resumed cautiously in September. There are hubs rather than the previous League system. Schools in a locality are arranging friendlies. Other opportunities include cross country, swimming, cricket and athletics.</p> <p><b>Chaired queried</b> whether these activities were being promoted. The vision in the presentation is a department vision and the school vision needs to be aligned with it. With a new HT in post the school vision needs to be revisited. This should be a discussion point for a Governors away day.</p> <p><b>Chair suggested</b> doing a Monitoring Visit &amp; Learning Walk around Sport and tying it in with Health &amp; Mental Wellbeing.</p> <p><b>Staff Governor noted</b> Healthy Schools Initiative ties in mental, physical activity and healthy eating.</p>	<p>Edu Comm</p> <p>SLT</p> <p>Govs LB/CT/AA</p>
5.	<p><b>Headteacher's Report</b></p> <ul style="list-style-type: none"> <li>• SEF: HT stated that the last School Evaluation dates to 2019 and requires significant updates. As an OFSTED inspection is likely next year, it's imperative to carry out a whole school evaluation between now and summer in all aspects of OFSTED criteria. He will be identifying key areas of priority in liaison with Governors. This ties into redefining vision</li> </ul>	

of school. Examining Teaching & Learning will help us to quickly understand what needs to go into the SEF. This will be a whole school SEF.

- School Development Plan: HT advised that SDP is ongoing and a big piece of work for him and SLT. Targets in SDP seem vague at the moment but will become smarter in conjunction with work on SEF.

AA joined the meeting at 18:00.

- Behaviour & Attendance

AHT- B&A pointed out a 3 year trend. Sept- Jan figures show that this year has the highest number of exclusions. Analysis of data shows link to rise in number of Mental Health concerns. Rise has impact on behavior. Although we have 3 counsellors who can see 16 students, we still have a waiting list of 55 students for Place2Be. CAMHS and Mental Health Services stretched nationally with staff at school trying to mop up shortfalls. External qualified help desperately needed. Exclusions highest in girls. HT's own observations supported this and both agreed that aspect needs close examination.

**Chair questioned** numbers of Pastoral Support Team. AHT-B&A advised that Team has been decimated in the first Term with absences due to both Covid and their own personal health. It has been a struggle to cope.

**Governor asked** if Place2Be needs to be promoted more to boys. AHT-B&A agreed that boys do struggle to talk about their mental health and there is evidence that mental health and behaviour do correlate. General agreement that data needed to be examined more closely to try and move away from gender stereotypes.

HOP highlighted need to examine whether it's the same students that have repeated behavior issues or different students and why.

AHT-SEN advised that the excluded students under discussion have experienced trauma. They've been referred to for support in ADHD or ASC. The referral process is extremely lengthy and in the meantime we're coping with students who need external targeted support.

HT informed governors that AHT-SEN had led a session for staff in Therapeutic Thinking which was about being kind and empathic to needs of students and the effect of trauma in their lives.

AHT-BA& advised that spike in behaviours seen across schools. We are still below trend nationally.

- Safeguarding: ADSL talked about upward spike in number of concerns coming through. Analysis shows Covid impact where students have difficult situation at home. Parents have lost jobs, families made homeless. Social Services closing referrals where they've had no parental engagement. ADSL pointed out that lack of parental engagement should be when Social Services should be more concerned. The school, through Pastoral Support, Counselling, Heads of Year and Attendance Officer are desperately trying to engage with these parents without the external help we need. Place2Be have been amazing by squeezing in drop in sessions. We have referred students to I-Rock to fill in the gaps left by CAMHS. A lot more being placed on tutors. Assemblies taken place on No Knives, Cyber Safety. Staff undertaking training on Sexualised Behaviour.

**Governor expressed concern** that staffing issue in Pastoral Team is impacting welfare of SLT who are filling the gaps.

**Governor queried** whether issue is staff sickness or vacancies. AHT-A&B advised that over and above the problems of the last year, there has been 1 long term sickness, 2 PSAs who have moved on. We have recruited but recruiting people into this role is difficult.

**Governor acknowledged** additional pressures on staff placed by students who need Pastoral aid.

**Governor asked** if there was a strategy to deal with this. AHT-A&B explained that 1<sup>st</sup> draft plans are being discussed within SLT a long term consultation needs to take place with Staff and Governor involvement. He paid tribute to the staff who have kept the Pastoral Team going.

<p>ADSL echoed this and commended Laura Milnes and AHT-A&amp;B's contribution in holding the Team together and filling in the gaps.</p> <p>HT also paid tribute to the core Team who have been the glue and held things together. A welfare check was carried out yesterday on long term sick staff member. New recruit will start after half term. He acknowledged a greater strategy needs to be put in place as well as change in the meantime.</p> <p><b>Governor queried</b> whether there were any long term strategies in place to increase student attendance. HT advised in that respect at the moment the focus is keeping students healthy and at school. There was a spike in Covid cases, in both students and teachers, 2 weeks after Govt advice to discontinue masks in schools. Long term, its teaching really good lessons and fantastic experiences at school which will make students want to come to school.</p> <p>Whilst agreeing, <b>Governor pointed</b> out that a plan needs to be in place to get those students back into school who are still feeling cautious after Covid. AHT-B&amp;A advised that our attendance figures are well above the national level. We need to remember those who are not struggling too. The majority of students have come through this. We need to celebrate that and keep nurturing them.</p> <p><b>Staff Governor emphasised</b> value of Pastoral Team, and how important they are in supporting basic needs of students. Their financial reward and training needs to reflect this value. AHT-A&amp;B agreed and noted that they are amongst the lowest paid roles in schools.</p> <ul style="list-style-type: none"> <li>6<sup>th</sup> Form Update: ADSL referred to Paper prepared by the Acting Head of 6<sup>th</sup> Form. Current Year 13 has an even split in numbers between external and internal students. Current Year 12 has more internal students. Paper lists number of applicants received so far. Interviews to take place in March. HT confirmed that subject option blocks have been shortlisted. No way of knowing whether we are 1<sup>st</sup> choice for applicants until they actually enrol. In line with other colleges, our enrolment dates have been changed to start day after GCSE results are released.</li> </ul> <p><b>Governor questioned</b> whether interview dates clash with other colleges. ADSL stated that we will be offering flexibility on dates. We're also engaging our current students with process by asking what would have helped them when they were deciding between colleges.</p> <p><b>Governor queried</b> whether enough marketing had been done and if offer of assistance from fellow Governor had been pursued. HT advised that some work was done on social media before Christmas. He was grateful for help offered by the Governor and has emailed him to meet after half term.</p> <ul style="list-style-type: none"> <li>Staff Welfare Survey: HT highlighted need to analyse reasons for staff absence as it's an indicator of staff wellbeing. HOP advised that Survey Monkey has been used before. HT undertook to pursue survey after half term and before Easter.</li> </ul> <p><b>Chair pointed</b> out need to be mindful of questions asked on survey and understand change in vulnerabilities since last one due to external circumstances. Standardised survey questions may not illicit honest answers which we need to enable us to support those staff. HT welcomed Chair's assistance in phrasing questions.</p> <p><b>COG reiterated</b> need for Staff Survey and pointed out value of using previous questions to carry out comparisons.</p> <p><b>Chair agreed</b> to review questions from last survey and see if they are applicable. It may be that we need to start with baseline data and undertake 6 monthly surveys. Survey to include all staff.</p> <ul style="list-style-type: none"> <li>Covid Catch Up: AHT-A&amp;C referred to paper and explained distribution of funds. Academic mentoring did not happen due to student and staff absence in the last 6 months. Those funds redistributed into Pupil Premium Fund. He highlighted key successes such as Yr 6 teaching. Additional teacher has enabled smaller groups. Funding for additional resource in Secondary shows positive impact in results of students who would typically have not made progress. Place2Be has made positive impact to particular students.</li> </ul>	<p>HT/GM</p> <p>HT</p> <p>Chair/HT</p>
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	<p><b>Governor questioned</b> why Place2Be only had 3 trainee counsellors instead of 6. HT advised that number of trainees were reduced to help person who mentors them to cope with workload.</p> <p><b>Governor commended</b> Place2Be and supported increase to their number of their days in school.</p>	
6.	<p><b>SEND</b></p> <ul style="list-style-type: none"> <li>Update: AHT-SEN gave an overview of Paper. 10 students with EHCPs are settled and making progress. Majority of challenges are coming from SEN Support students. They are the level below who do not have EHCPs. To get into a specialist school in East Sussex an EHCP is required and a number are on the pathway to achieving this but it's a long process. In the meantime we have to cope with those students and it's difficult to access an alternative provision in Eastbourne. This is an issue for most schools.</li> </ul> <p><b>Chair asked</b> how we are supporting those parents who cannot articulate or fight for support for their SEN child. AHT-SEN agreed that EHCP process requires a good level of understanding and literacy to deal with the forms. This is often off putting for those most vulnerable students and their parents. We try and support the parents who want to go through the EHCP process but it is extremely onerous and time consuming. He gave an example of a 204 page form he did for a student which took numerous hours. This requires extra support staff but for each additional one of those we lose a teacher.</p> <p><b>Chair suggested</b> accessing a community of parents who are have successfully been through the EHCP process to assist those who are struggling. AHT-SEN supported idea as the system does create ill feeling between parents, schools and Local Authorities.</p> <p><b>Governor remarked</b> that some parents have stated it's difficult to come into school as a volunteer reader because of DBS process. AHT-SEN agreed that gaining a DBS is a challenge but process is in place to protect students. Parents are a valuable resource and anything we can do to streamline that process needs to be addressed.</p> <p>Referring back to the Paper AHT-SEN highlighted that Reading Age Assessments in Secondary had been delayed by Covid spikes but will be completed after half term to then enable us to target interventions. HOP advised that there are 7 children in Primary with ECHPs. 2 have gone to specialist schools. The next level down need the help. Volunteers do go through a lengthy process but afterwards they do disappear. AHT-SEN pointed out that peer to peer reading is a valuable resource. We can train our Year 9's to read to our Year 6 etc. HOP agreed and said in Primary Year 5's read with Reception. HT supported AHT-SEN's comments about the lack of support from LA's. Other schools seeing the same. Schools are more and more trying to fill the gaps and trying find ways to support students. AHT-SEN outlined that whole school CPD sessions had been carried out with positive feedback. Next phase is to ensure that strategies from sessions have embedded and are being used in lessons.</p> <p><b>Chair observed</b> that time taken up by EHCP form filling must distract AHT-SEN from his strategic role. AHT-SEN advised that the challenging circumstances at the moment have had the same impact on all the SLT.</p> <p><b>Chair thanked</b> SLT for their work on behalf of all Governors.</p>	AHT-SEN
7.	<p><b>Admissions</b></p> <ul style="list-style-type: none"> <li>Update: Chair of Admissions outlined current situation and shared positive news in Primary. Trend in Secondary shows a decrease reflecting the low birth year numbers. There are a number of in year school leavers. Reasons are relocations as well as move to home schooling. HT advised that a recent national study revealed that elective home education had risen by 34%. Marketing of whole school needs to be considered.</li> </ul> <p>HT advised that Heads of Year are now carrying out exit calls to parents to establish reasons for in year leavers and observed trend for home schooling. Matter raised at Head Teachers meeting recently and local authorities also looking at this. AHT-A&amp;B observed that the notable reason for home schooling seems to be mental health. He also observed that we do lose students to private</p>	

	<p>schools with scholarships too.</p> <p>Chair of Admissions stated that the Cavendish Trust has now encompassed Roselands and Stafford and Ratton has established links with Ocklynge.</p>	
8.	<p><b>Monitoring</b></p> <p>Chair noted large number of visits carried out and commended Governors. She urged those outstanding to plan them in.</p> <p>Chair referred to Papers and asked if anyone wanted to highlight any points.</p> <p><b>Governor commended</b> Sara Bray for her work in Careers Department. She noted that we were the first school to deliver virtual careers events in conjunction with University of Bath. She passed on Sara Bray's request for greater access to the minibus. HT supported this and echoed SLTs recognition of her work.</p>	
9.	<p><b>Policies</b></p> <p>Chair noted that the Policies Sub Committee will be looking at forthcoming Policies.</p>	
10.	<p><b>AOB</b></p> <p>No other business to report.</p>	
11.	<p><b>Confirmation of future Governor Meeting Dates for 2021/2022</b></p> <p><i>Please note that Committee Meetings will continue via Teams until further notice.</i></p> <p><b>FULL GOVERNING BOARD:</b> 28<sup>th</sup> April 2022 7<sup>th</sup> July 2022</p> <p><b>EDUCATION COMMITTEE:</b> 19<sup>th</sup> May 2022</p> <p><b>ENTERPRISE COMMITTEE:</b> 17<sup>th</sup> March 2022 16<sup>th</sup> June 2022</p>	
	<p><b>Meeting Close</b></p> <p>Chair thanked everyone and closed the meeting at 19.33</p>	