



## Education Committee – Meeting Minutes

**Meeting Date:** Thursday 11<sup>th</sup> February 2021  
**Meeting Venue:** Via Zoom  
**Meeting Time:** 5.00pm for a 5.15pm Start

**Governors:** Louise Baxter, (*LB*), Committee Chair  
Gabrielle Mace, (*GM*), Committee Vice Chair  
Alison Allart, (*AA*)  
Marilyn Benzing, (*MB*)  
Sara McKenna, (*SM*)  
Joyce Swann, (*JS*)  
Matt West, (*MW*)

**Ex officio:** Stuart Reeves, (*SRv*), Head Teacher

**Also in attendance:** Julian Mace, (*JM*), Chair of Governors  
Catherine Geldard, (*DLS*), Director of Lower School  
Jemma Graffham, (*DSF*), Director of Sixth Form  
Dominic O’Driscoll, (*AHT-SEN*), Assistant HT - Director of Inclusion  
Danny Simmonds, (*AHT-B&A*), Assistant HT - Behaviour & Attendance  
James Towner, (*AHT-A&C*), Assistant HT - Assessment & Curriculum

Ollie Newman (*ON*) – (new Parent Governor) by invitation  
Michael Gietzen (*MG*) – (new Parent Governor) by invitation  
Debbie Williamson (*DW*) – (Primary SENDCo) by invitation  
Bill Roddick – (*ESCC*) – by invitation

**Clerk to Governors:** Julia Jenkins (*JJe*)

**Apologies:** None received

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Item	Discussion	Action
1.	<b>Welcome and apologies for absence</b> <u>Chair welcomed</u> Governors and SLT to the meeting. All Committee Members and guests were in attendance – there were no apologies. New Parent Governors, Mr Ollie Newman and Mr Michael Gietzen, and Mr Bill Roddick (Guest) introduced themselves to the Board.	
2.	<b>Declarations of Interests</b> <u>Governors declared</u> various interests in respect of their children who attend the school	

3.	<p><b>Minutes of previous Education Committee Meeting</b></p> <p>There were no Minutes to approve as Minutes of previous Education Committee Meeting were signed off at 14<sup>th</sup> January 2021 FGB</p>	
4.	<p><b>Data</b></p> <p><b>Governors discussed</b> the papers which included Primary Headline Data, Primary Data and Secondary Data. <b>Chair commented</b> that she had already had a meeting with HOP and would provide detailed Report at next meeting. HOP discussed the content of the paper – in particular, highlighting that there was a dip in learning. Interventions have been put in place to improve the situation. These include listening skills, physical development. It has been identified that the weaker areas are in maths and phonics. HOP said that Primary School were investing in Nuffield Early Intervention Programme to support the youngest students with their language..</p> <p><b>Chair said</b> that HOP and her had spoken about differentiation. A Survey is planned to go out to parent re: home provision. HOP said that every effort had been made for work to be more uniform. HOP said that for some students home learning had been good but for others it had not been such a good experience. HOP said it would be a very mixed picture when students return.</p> <p>HOP commented that she and staff will be following Government guidelines and look at what is required to attain next level. All children had received the same offer of support with 1to1 virtual meetings, videos, etc. There was a catchup programme in place for Year 6 – funded by Government – and the school will be investing in Lexia and Doodle Maths. <b>Chair commented</b> that students also had access to Maths Rockstars and My Homework Dojo. HOP said not all parents had engaged – there had been a better response from parents of students in the lower age than those at the upper age. HOP said that staff plan to undertake assessments when children return – and they expect to see an impact on mental health when students return this time.</p> <p><b>Governors queried</b> whether students receive feedback on their work – HOP said yes, in many different ways, at registration, when work submitted. HOP said they were keeping track of students’ work being submitted with a celebration of work each week. Celebrations took place during registration – where students are not engaging students have been invited in to school where there are concerns.</p> <p>Hop informed Governors that the school will be using a software programme called ‘6into7’ to support students moving from Year 6 to Year 7. SRv said that a group of 9 secondary heads would invest in this to enable this to work progress. The system will give an all-round picture of the student.</p> <p><b>Governors commented</b> that the variants between each year group did seem dissimilar. HOP reminded Governors that all cohorts are different in addition to the additional difficulties encountered with COVID-19.</p> <p><b>Governors asked</b> for clarification that HOP only had one pastoral support for Primary supporting R – Y6 and HOP confirmed the post will be evaluated with the possibility of more support being provided. SRv said it was highly probable that additional support would become available but the job role was yet to be clarified – this was however, already budgeted for. <b>Governors asked</b> how the impact of Pastoral Support was measured. SRv said it was often highlighted when things didn’t happen!</p> <p><b>Governors asked</b> who the Counsellors were being employed to support and SRv advised - the whole community including staff.</p> <p>AHT-B&amp;A informed the Governors that the school was to invest in PASS research which would identify students’ welfare status. AHT-SEN said this will also identify individual students who may need support who may never have flagged up before.</p>	

**Governors asked** whether the PASS research could be included in the Monitoring Visit – Chair said this could link back to the behavior walk.

AHT-A&C talked the Governors through the secondary data contained within the papers – in the circumstances the data had been difficult to collect. It will be challenging to track process and look for trends although the data already captured will still be useful. Evidence showed that the pandemic has impacted on SEND, PP and Boys. However, the subjects that were performing well were Geography and History. English and Maths depts are working more closely to target interventions and Languages – needs improvement. BR asked why is languages lower and what is being done about that? AHT-A&C advised that the school had previously had a broad selection of 4 languages. These spread early on in curriculum meant they were at a low starting point compared to other subjects. Here had been variation in staffing although the Head of Languages has now been in post for 2 years and this had had a positive impact. AHT-A&C highlighted that there is no German this year and only one class of Spanish and French. It was acknowledged by Governors that there is a risk that those subjects may disappear. AHT-A&C also commented that they were one staff member down in the English Dept. which had resulted in non-specialist teaching further down in the curriculum. Staff are working desperately hard to support those subjects. AHT-A&C said the school had a strong team of specialist English teachers and their experience was pulling this through.

**Governors queried** the impact of the pandemic on GCSE students who were not being able to do the practice, for Science, DT, Food Tech etc., How was this going to affect the ultimate GCSE grade? AHT-A&C said that with DT, they have scaled back assignments. Food Tech – they have implemented cook along sessions with students remotely but PE was limiting. However, staff had enough previous information on students and nevertheless there was a heavy focus on theory. In terms of science the practical element is almost negligible for the course. Staff have used videos to demonstrate experiments where needed.

BR asked what else could be done with regard to Pastoral Support? AHT-A&C said that evolution with virtual learning has been beneficial. Now that staff and students were more proficient with using systems, staff were able to set assignments during lesson and staff can drop in to measure work. Staff use breakout rooms and can support students independently – outcome is more positive response.

AHT-B&A commented that the behaviour system had been restructured - this includes working on restoration and discussions which are instantaneous. **Governors commented** that if a student is disruptive in lessons then the question needs to be asked why at many different levels. SRv and Governors agreed that the way forward was a combination of getting the behavior systems right, the differentiation right and pastoral support right.

AHT-SEN commented said SEN students don't currently have a record of reading age and that tests were to take place. The SEND Dept. will be on this during the summer holidays – this information will be valuable to teachers when supporting in lessons.

**Governors acknowledged** that it was important for staff to know and understand their students and develop good relationships – this would support their learning.

**Governors asked** whether the behavior of staff who had issues with wellbeing was impacting students. SRv said he was dealing with more HR issues than he has ever done before and in particular, anxiety issues in staff who may never have presented before. **Governors said** it was not surprising and that they could all empathise. SRv said they were trying to operate a 60/40 percent work from Home/School.

	<p><b>Governors queried</b> the division of counselling services between students and staff. SRv said that some staff didn't want to take up school provision and the school would fund a maximum of 6 sessions to support staff elsewhere. <b>Governors asked</b> whether the culture was positive at the moment – was there a stigma attached? SRv said that 5 years ago he would say 'yes' but felt he had a very supportive team at the moment who were able to hold open conversations.</p> <p>Chair of Governors who was supporting in the Testing Centre said that they were seeing between 45/60 staff on each of the 3 days during the week. He said the atmosphere of the staff were positive and cheery and felt that people's attitude generally was very positive.</p> <p>AHT-SEN commented that the lack of staff interaction with student was likely negatively impacting on staff wellbeing as individuals were not able to engage in the same way remotely. <b>Governors also acknowledged</b> that the dark and cold at this time of year was also a contributory factor.</p>	
5.	<p><b>SEND</b></p> <p>AHT-SEN referred to discussions on previous data and reminded Governors that every single individual SEN student had very individual needs. It was evident that students with dyslexia and literacy issues and also those students with SEND are making much slower progress than those without but this is typical of most schools. Students with visual or hearing impairments are doing better – strategies here include ie., increase font size, get closer to work boards.</p> <p>AHT-SEN said that SLT had discussed an amended dyslexia provision which will offer students with dyslexia to be removed from languages – in turn they will offer them more intervention which will support them better. For students with ASD – AHT-SEN will be talking with staff to ensure that work is more accessible to those students and ensure that staff have a good profile of the student.</p> <p><b>Governors asked</b> whether there was any dyslexia software in place to support students? AHT-SEN said that providing more devices for dyslexia students to use will allow school to bring in more appropriate software to support them. <b>Governors asked</b> how quickly would we be able to see an improvement following interventions. AHT-SEN said we should start to see those interventions having a good impact after a couple of months subject to those students engaging with Lexia. School will offer this intervention to students with dyslexia diagnosis first and then bring in those students with a need but without a diagnosis. SRv said that they would like to see an increase in attendance and a reduction in 'transfers'.</p> <p><b>Governors asked</b> where the school felt they were across the board in this area. SRv said that across the board we were doing pretty well but these interventions will improve and take the students to the next level. <b>Governors asked</b> whether are there any case studies which the school could learn from. SRv said yes. HOP said that external SENDCOs had been invited in to moderate current practice and SRv said these would continue.</p> <p>DW said difficulties in primary are mirrored with those in secondary. Younger children find it difficult to manage routines so more scaffolding required. Primary has 7 children with EHCP with 3 of those being in one year group. HOP said that DW will be screening Y6 to Y7. HOP highlighted to governors that there was a high percentage of Key Worker students with special needs in school during the pandemic. These students are benefiting from smaller classes. <b>Governors asked</b> if the school still have Thrive – no, using Boxall profile and Pastoral Assistant is developing a nurture programme.</p> <p>AHT-SEN said he and DW already working on Y6-Y7 transition – trying to make this as smooth as possible. DW said they were taking part in a pilot study with ISEND and ESCC to identify students in Y5 who have anxiety with an aim to make these students more resilient moving forward.</p> <p><b>Governors asked</b> what preparation was to be put in place to support those Key Worker children when the remainder of the school returns? DW said they were encouraging students to develop their strategies</p>	

	<p>in readiness. A few students were coming in for a few sessions to support their anxieties. <b>Governors asked</b> whether this lockdown has enabled teachers to support students better? DW said yes – more work could be done on a 1to1 basis. Students who returned after 1<sup>st</sup> lockdown who had been working 1to1 with their parents had matured. Although some students had become more dependent on parents.</p>	
6.	<p><b>Head Teacher’s Report</b></p> <p>SRv talked Governors through his Report and in particular highlighted that a large proportion of transfer students did have an SEND need. <b>Governors asked</b> when staff training in regard to transfers would be done. AHT-A&amp;C said that the structure of staff CPD would naturally flag this up as the CPD follows the Teachers’ Standards</p> <p>Safeguarding – DSF advised Governors that there had not been too much of an increase in concerns but some serious cases had become more serious.</p> <p><b>Sixth Form Action Plan and Working Group</b></p> <p><b>Governors commented</b> positively on the papers and suggested that the ideas that haven’t yet been actioned are highlighted and also suggested a ‘deadline’ column be added to the document.</p> <p><b>Governors queried</b> whether the content of the document applied to the 2020/21 cohort. SRv said that they would share the new image with those students who are expected in 21/22. DSF confirmed that the curriculum and options blocks had been finalised and invitations for interview had been sent out to students. The new image will be relayed to them during their interview and by further communications. 106 applicants have applied and the structure works for 72 and for all 3 subjects. The school will be combining Y12 and Y13 in 3 subject areas saving approx. £30,000. SRv said that any financial risks were now much smaller than before.</p> <p><b>Chair of Governors</b> commented on the Destinations Report and queried whether any former students who are doing well at University would mentor new/existing students? SRv said they would consider setting up the Alumni – money has been put aside.</p> <p><b>Governors queried</b> whether there would be any leniency with regard to the image. SRv said that further work could be done – an independent consultant had suggested a change to the name as the Sixth Form needs to be detached from ‘school’. SRv recognised that the image did need an overhaul. SMC said that some of her son’s friends had regretted not coming to GH as the support in Sixth Form was way beyond what they were currently receiving at their FE establishments.</p> <p><b>Chair of Governors</b> said he was aware that there were 3 students who would come back to GH and retake Y12 as their current establishment has failed them.</p> <p><b>Governors queried</b> whether there was a Marketing Plan in place and what the tipping point was for enrolling – DSF explained the process and particularly that she wouldn’t know which students would be attending until September. DSF said it would be something they would like to look at moving forward.</p> <p><b>Governors also queried</b> whether a SWAT analysis had been done against the other competitors? SRv highlighted that their offering was very different. Bexhill and BHASVIC was attractive as didn’t appear as school related. SRv said that a SWAT analysis could be carried out annually. DSF said she always does an analysis on Year 11 Leavers.</p>	<p>DSF</p> <p>SRv</p> <p>SRv/DSF</p> <p>DSF</p>
7.	<p><b>Monitoring</b></p>	

	<p>The Careers Monitoring Visit for Y12 had been carried out by MB (Governor) <b>who commented</b> that she thought this virtual careers day was a brand new initiative and she was very impressed. DSF said that students had embraced this event and the Careers Co-ordinator had worked hard to get this off the ground. <b>MB highlighted to the Governors</b>, a white paper which focused heavily on careers support in schools. <b>Governors asked</b> how much direct careers advice is given in the Sixth Form. DSF advised that Y12 are in the process of having their 1-1 Careers interview, and will receive another one in Y13. Careers is covered in 'Community' sessions and is timetabled along with sex education, PHSE etc. – use Unifrog. <b>MB considered</b> that Careers needs to take centre stage for the future particularly in light of current situation. HOP said that employability skills were encouraged at Primary stage including interviews etc.</p>	
8.	<p><b>Policies</b> Remote Learning Policy – Policy was ratified by Committee</p>	Clerk
9.	<p><b>Any other urgent business</b> There was none</p>	
10.	<p><b>Confirmation of future Governor Meeting Dates for 2020/2021</b> <i>Please note that, following government advice, it is expected that Governing Board meetings will continue via Zoom (or another agreed medium) until further notice.</i></p> <p><b>FULL GOVERNING BOARD:</b></p> <ul style="list-style-type: none"> <li>• Thursday 29 April 2021</li> <li>• Thursday 8 July 2021</li> </ul> <p><b>EDUCATION COMMITTEE:</b></p> <ul style="list-style-type: none"> <li>• Thursday 6 May 2021</li> </ul> <p><b>ENTERPRISE COMMITTEE:</b></p> <ul style="list-style-type: none"> <li>• Thursday 18 March 2020</li> <li>• Thursday 17 June 2020</li> </ul>	
11.	<p><b>Meeting Closed – 7.30pm</b></p>	