



# Gildredge House

## Education Committee Meeting - Minutes

**Meeting Date:** Thursday 09 February 2023  
**Meeting Venue:** Teams  
**Meeting Time:** 5:15pm

**Governors:** Louise Baxter, *(LB)*, Committee Chair  
Gabrielle Mace, *(GM)*, Committee Vice Chair  
Firle Beckley, *(FB)*  
Marilyn Benzing, *(MB)*  
Katharine Paradas, *(KP)*  
Jonathan Searle, *(JSe)*  
Joyce Swann, *(JSw)*  
Nicoleta Uzorka Ion, *(NUI)*

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

**Also in attendance:** J Mace, *(JM)*, Chair of Governors  
Catherine Geldard, *(HOP)*, Head of Primary  
Jemma Graffham, *(DSF)*, Director of Sixth Form & *(DSL)*  
Dominic O'Driscoll, *(AHT-DI)*, Assistant HT – Director of Inclusion  
Danny Simmonds, *(AHT-B&A)*, Assistant HT - Behaviour & Attendance  
Matt Stephens, *(AHT-SEN Primary)*, Assistant HT – SEN Primary  
James Towner, *(AHT-A&C)*, Assistant HT - Assessment & Curriculum

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

**Apologies:** Alison Allart, *(AA)*

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## Education Committee - Minutes 9<sup>th</sup> February 2023

| Item | Discussion   | Action |
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| 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 AA and lateness from JG &amp; MS</li> </ul>  |        |
| 2.   | <p><b>Declarations of Interests</b><br/>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 January FGB.</li> </ul>  |        |
| 4.   | <p><b>Executive Summaries</b></p> <p><b>Chair noted</b> vast amount of information provided in papers. HT accepted there was and explained that this was the first meeting after Data had been received and he will seek to refine for governors.</p> <ul style="list-style-type: none"> <li>• Progress &amp; Attainment – HOP explained that she and AHT-A&amp;C worked together to compile the data to ensure it was presented in one format. <ul style="list-style-type: none"> <li>○ Primary - Referring to Papers HOP invited any questions.</li> </ul> </li> </ul> <p><b>Chair remarked</b> on the significant progress made in EYFS Social &amp; Emotional Development.</p> <p><b>Chair asked</b> how this was achieved. HOP advised that this was due to a lot of interaction with students, extra staff training. Language was also a focus as inability to communicate can be a cause of negative behaviour. There is a high level of need as approx. 20 students are being monitored. Having said that, they are settled, and this was noted by Alliance Partner, Christine Dickens.</p> <p><b>Chair queried</b> whether learning from EYFS is used throughout school. HT advised that a document has been produced by EYFS team called “Strong Beginnings” and shared across subject leaders. Document shares good practice across whole school. Reflects collaborative work across phases.</p> <p><b>Chair commented</b> on how positive the Primary Data is. However, KS1 data is not as strong as KS2. HOP accepted that this group of children have missed a lot in their learning due to Covid.</p> <p><b>Chair questioned</b> whether Writing interventions were still in place. HOP advised that all interventions are in place. In addition, Phonics interventions have been introduced. Some short 15 minute sessions take place before start of school day.</p> <p><b>Chair asked</b> what PUMA &amp; PIRA are. HOP explained that these are Maths and Reading standardised assessments. Although we have now moved away from these to SATs based ones. Targeted support for KS2 has shown good progress.</p> <p><b>Chair noted</b> that comparative SATs data across all schools in Eastbourne show a fall across the board last year. HOP agreed and expanded on measures in place to improve this year. Maths is still low, but the progress made by students has been significant.</p> <p><b>Governor remarked</b> that prior to Covid our data was always well above National and expressed confidence in getting back there.</p> <p><b>Governor supported</b> comments and noted that Data shows clear progress.</p> <ul style="list-style-type: none"> <li>○ Secondary – AHT-A&amp;C referred to paper and highlighted table which captured summer data in the baseline for Year 10. He went on to summarise Progress 8, which comprises of 8 subjects. English, Maths are core subjects and counted as 1. Sciences, Humanities (History/Geography), Languages (French/Spanish/German) and 3 choices taken from any other subjects. 8 best scores are taken from each category and compared with attainment in KS2 to see progress of each student. Scores are determined by the relative progress made. Negative numbers show no progress. 8 students who have either left or educated elsewhere are still being counted in our figures. This has a negative impact on our score. It shows how important every student is to our overall figure. We have made great progress with 18 students but as they do not have KS2 data, there’s no impact on our figures.</li> </ul> |        |

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| <p><b>Governor queried</b> if Year 11 Mock Exam data is being used to target interventions for students and assisting them with learning exam techniques. AHT-A&amp;C explained that Data is available from Mocks and being used to target students individually. With our Year 11's, we're halfway through an extended programme of interventions in Terms 3 and 4. All students are being given a revision guide and planner.</p> <p><b>Governor questioned</b> whether students have been taken through their answers and guided on how they could have improved their score. AHT-A&amp;C advised that a question level analysis is being used to do that. AHT-DI advised that Year 11 Pupil Premium cohort of students were questioned on how they prepared for the Mock Exams. Just under 60% of them revealed they did no revision at all. With all the interventions we have for them now, we know that they are engaged and hopefully this will result in an improvement.</p> <p><b>Governor asked</b> if any departments were a cause for concern in teaching. AHT-A&amp;C explained that Monitoring and Learning walks are in place to pick up any issues and best practices. Coaching and peer to peer support element in place.</p> <p><b>Governor asked</b> how SEN students are supported. Both AHT-A&amp;C and AHT-DI explained that Raising Attainment &amp; Progress (RAP) Meetings take place where we talk about and target those who are making the least amount of progress. This may be because of an educational or a pastoral need. Aim is to be as personalised as possible for those students. We try and ensure TA support during English &amp; Maths and Science lessons. This is a challenge now due to the number of vacancies in that role. We have some SEN students who won't go into lessons. We have them in the Oasis Centre and try get them to engage with doing English &amp; Maths. Year 11 group are a challenging cohort with SEN. Onus is on teachers to ensure students are prepared.</p> <p><b>Governor recognised</b> that TA vacancies are a national issue.</p> <p><b>Governor queried</b> who manages coaching processes for teaching staff. AHT-A&amp;C advised that overall, it is the HT and subject elements overseen by himself and HOP. HT explained that the formal lesson observations being carried out have not been experienced by staff before now.</p> <ul style="list-style-type: none"> <li>• Behaviour &amp; Safeguarding – Referring to both papers, Chair invited any questions.</li> </ul> <p><b>VC observed</b> truancy numbers in Year 8 &amp; 9. AHT-B&amp;A agreed numbers are high in both years. Heads of Years are focused on the issue. It may be a certain subject that students are avoiding. He gave an example of a student avoiding Maths. AHT-A&amp;C has worked with the student and parents and improvement for that student has been seen in the last week.</p> <p><b>VC delved</b> into definition of truancy. AHT-B&amp;A advised that term refers to missing a lesson even if its 10 minutes it will be defined as truancy. AHT-DI clarified Term 1 &amp; 2 data contains repeat truancy from a student in Year 9 who has now gone to a specialist provision. Year 8 has repeat truanancies from students on EHCPs who struggle to stay in any lessons.</p> <ul style="list-style-type: none"> <li>• Attendance – Chair invited questions on paper.</li> </ul> <p><b>COG expressed shock</b> at persistent absence comparator. He noted SEND attendance in Primary is 95% and in Secondary is 85%. Are there any lessons that Secondary can learn from Primary? AHT-DI explained that there are at least 5 SEND students in Secondary who do not attend school and there is no prospect of them returning to school. Each one has an intervention in place to ensure that they are getting an education. The data would show an improvement if they were not included in it. HOP added that parents in Primary have a different relationship as it's one teacher and they can support the child getting to school. Age of the child is a significant factor and therefore unfair to compare Primary &amp; Secondary.</p> <p><b>Governor asked</b> for meaning of "K" and "E" in paper. AHT-DI explained that "E" means that child has an Educational Health Care Plan in place and receives funding. "K" means that they have SEN Support with an underlying diagnosis. Further category "M" which means we're monitoring. AHT-B&amp;A offered to provide key of abbreviations next time.</p> <p><b>Chair commented</b> that attendance is highlighted in red. AHT-B&amp;A explained that this was due to an internal target of 96% whereas we are above national trends.</p> <ul style="list-style-type: none"> <li>• Learning Walks, Observations &amp; Book Looks – Chair invited comments on 3 papers.</li> </ul> | <p>AHT-B&amp;A</p> |
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|    | <p><b>Chair pointed out</b> that governors do not need this level of information for future meetings. Although useful, governors just require a single page summary. HT noted comments.</p> <p><b>Governor suggested</b> detail as an appendix as it would assist in his monitoring visits.</p>  |  |
| 5. | <p><b>Head Teacher’s Report</b></p> <ul style="list-style-type: none"> <li>• School Development Plan Trackers – HT explained that Paper shows how the SDP is tracked in more detail. Next set of trackers will link the strengths and weaknesses to Points 1-7 in the SDP. You will see key indicators in the 6 strategic areas, these are reflected in the Exec Summaries. Reviews will take place in the strategic areas with action plans and performance and accountability action plans. Achievements included to cover the wider things going on in school.</li> </ul> <p><b>Chair pointed out</b> that we need to be realistic about where we are in view of Year 11 cohort despite the interventions in place. HT advised that at a recent meeting HTs across Sussex expressed concern with their Year 11 cohorts.</p> <p><b>COG commented</b> that Data provided has been informative.</p> <p><b>COG queried</b> whether usage of Inclusion Register is monitored. AHT-DI advised that the current format does not allow us to check who has actually read it, but it will be moved onto SharePoint next term which will allow usage monitoring.</p> <ul style="list-style-type: none"> <li>• Staff Welfare Survey – HT referred to Paper and explained that this is the first time such a survey has been carried out at the school. Only 20% of staff are completing the questionnaire which does skew the results. We have seen a slight improvement in scores since first survey in June. However, it is a time of change at the school and this does lead to discomfort.</li> </ul> <p><b>Chair suggested</b> that this be included in Monitoring Visit.</p>   |  |
| 6. | <p><b>SEND/Pupil Premium</b></p> <ul style="list-style-type: none"> <li>• Primary Update - AHT-SEN Primary advised that children work on soft skills, behaviours for learning and language. He gave a breakdown for each year group. <ul style="list-style-type: none"> <li>○ Year 1 there is a significant difference between SEN and non SEN children.</li> <li>○ Year 2 shows gap is a lot better especially in Maths and Reading. KS2 data is better for SEN. Concern about how Pupil Premium students are performing compared to their non PP peers. Interventions being prioritised for PP children to combat this.</li> </ul> </li> </ul> <p><b>Chair noted</b> that there are no particular trends in the Data for KS2. AHT-SEN Primary agreed.</p> <ul style="list-style-type: none"> <li>○ Year 3 all SEN children have made better progress in Maths, Reading and Writing than their non SEN peers.</li> <li>○ Year 4 have done better in Maths and Reading.</li> <li>○ Year 5 show challenges in Maths and we’ll review the support for them.</li> <li>○ Year 6 performing better in Maths than their non SEN peers. Reading is only below by 4% which equates to 1 child difference.</li> </ul> <ul style="list-style-type: none"> <li>• Secondary Update – AHT-DI gave a general synopsis. <ul style="list-style-type: none"> <li>○ Year 11 SEN Data is expected to be negative due to 4 students on EHCPs. He went on to detail their individual positions. SEN “K”s will be varied but still on the lower side. He also detailed those students’ positions. Every PP student will receive revisions guides in English, Maths, Science, History Geography, and Languages. They will also be given resources such as post its, cards, pens and highlighters to help them with their preparation for exams.</li> </ul> </li> </ul> <p><b>Chair questioned</b> why Food Tech is in red. AHT-DI advised that now data is in we will investigate this. Potentially it is because of resources. Useful to look at trends.</p> <ul style="list-style-type: none"> <li>○ Year 10 data is more positive.</li> <li>○ Year 9 are quite similar to Year 11. Both these year groups significantly affected by covid.</li> <li>○ Year 8 and 7 look positive.</li> </ul> <p><b>Governor queried</b> what is being done about parental engagement. AHT-DI advised that Year 11 Parents Evening well attended. He also contacted SEN &amp; PP parents to encourage them to contact</p> |  |

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|     | him for support. Communication line is there but there is not much feedback particularly from PP parents. We plan to engage the DFE National Tutoring Programme which also involves liaising with parents.  |  |
| 7.  | <b>Admissions Update</b><br>HT advised that Admission Committee met on Monday. Lower birth rate year in Reception reflected in applications. HT summarised Secondary numbers and choices.   |  |
| 8.  | <b>Monitoring</b><br>Chair thanked Governors for papers on Monitoring Visits.<br>Governor commented on positive Student Voice in Primary. Secondary voiced issue with wet breaks.   |  |
| 9.  | <b>Any other urgent business</b> <ul style="list-style-type: none"> <li>Chair &amp; HT thanked AA for all her hard work, commitment and expertise.</li> </ul>   |  |
| 10. | <b>Confirmation of future Governor Meeting Dates for 2022/2023</b><br><br><b>EGM</b><br>2 <sup>nd</sup> March 2023<br><br><b>FULL GOVERNING BOARD:</b><br>27 <sup>th</sup> April 2023<br>6 <sup>th</sup> July 2023<br><br><b>EDUCATION COMMITTEE:</b><br>18 <sup>th</sup> May 2023<br><br><b>ENTERPRISE COMMITTEE:</b><br>16 <sup>th</sup> March 2023<br>15 <sup>th</sup> June 2023 |  |
|     | <b>Meeting Closed</b><br>Chair thanked SLT, all staff and governors and closed the meeting at 18:55   |  |