



**MINUTES OF THE HARINGTON SCHOOL
LGB MEETING HELD ON
THURSDAY 31 MARCH 2022 8.15AM**

Present: Rob Guthrie (Chair), Stuart Williams, Tessa Leuchars, Dyl Powell, Andreas Menzies, Philip Dalby, Margaret Miles, Liz Birchall, Briega Slattery, Nick Davenport and Andy Wright

In attendance: Sara Kane (Clerk)
Natalie Henry-Oliver (Deputy Head of School)
Rob Gumbeer (Curriculum and attendance Lead)

1. Welcome and Apologies for Absence

Apologies were received and accepted from Matthew Holt, Ben Solly Jay Banerjee, Phil Dalby and John Harrison. Natalie Henry-Oliver was welcomed to the meeting in the absence of John Harrison.

2. Minutes of the meeting held on Thursday 10 February 2022

The minutes of the meeting were agreed to be a true and accurate record and signed by the Chair.

3. Matters arising from previous minutes

Parent governor vacancy – The vacancy had been highlighted at the recent Post-18 evening for Year 12 parents. There have been a number of expressions of interest. John Harrison will meet individually with any interested parents.

A Level German – Unfortunately due to the small number of applicants wishing to study A Level German the decision was made at the recent Federation Resources meeting not to offer the course next year, due to the financial viability. The School intends to run in the future should this be financially viable and models of how German can be offered sustainably are being looked into. The current numbers of students studying German both nationally and across Catmose and UCC are currently low, however the number of students studying German at Catmose is increasing. This should then filter through to the number applying to study German at Harington within the next few years.

John Harrison has contacted the small number of applicants so that they are aware of the decision and are considering alternative subject choices.

4. Declarations of interest

There were no declarations of interest.

5. Curriculum Presentation

Rob Gumbeer delivered a presentation on the academic curriculum at the School. It was explained that the curriculum on offer at the School is broad, however the presentation would focus on the academic curriculum for the purpose of the presentation.

Staff have attended a number of training sessions outlining the importance of the curriculum where the rationale of how the content they are delivering fits into the wider curriculum was discussed. Staff

ACTION

John Harrison

Chair:

Date:

within each subject area have produced curriculum overview documentation. Rob Gumber is working closely with subject leads to refine plans and share good practice. The three main areas of delivery of the curriculum is intent, implementation and impact. The Curriculum Policy has been amended to reflect the changes in the School's approach and the work that is happening.

Across the Federation lesson observations take place for teaching staff twice per academic year along with subject reviews. For example, there has recently been a review of German and a mini review of psychology. The subject reviews are the starting point of the curriculum overview documents, then lesson observations are completed to ensure aims are delivered. Both of these reviews have been presented to governors.

During an inspection Ofsted will typically look at three to four subjects in depth conducting a "deep dive" into curriculum planning and delivery within the classroom.

Question: Do staff have access to external resources to assist in the implementation of the curriculum?

There is a variety of external resources available, teachers do not just follow the specification as set by the examination boards. Various subjects are structured in a different ways and teaching staff interpret the specifications differently to reflect their knowledge and expertise. Each scheme of work differs between subjects.

Question: What has the feedback been from staff regarding the work on the curriculum?

Teaching staff have been positive and have found it enjoyable to formalise the work that they were doing. Each subject curriculum overview has been discussed in subject areas.

Question: If the curriculum is constantly evolving how is this monitored and recorded?

The delivery of the curriculum is built into the policy then works through staff's performance reviews and the School's Transformation Plan, and through to student surveys.

Question: The experience that John Harrison has brought from being an Ofsted inspector has been invaluable, is this something that other staff will be encouraged to participate in?

Stuart Williams explained that there is a benefit to the wider Federation by having members of staff that have experience of an Ofsted inspection. There is however a large time commitment, another Vice Principal from the Federation may participate in the future, however not many staff would be encouraged to participate. A lot of staff however examine and many are senior leads. This depth of understanding of the curriculum is beneficial.

6. Head of School Report

The Head of School report was circulated prior to the meeting. In John Harrison's absence Natalie Henry-Oliver highlighted the following:

Year 13 Assessment Mock Examinations

The Year 13 assessment headline figures are very pleasing with 32% of students receiving grades AAB, the number of students receiving A* grades were also high. Students are in a good position for their final examinations.

The progress measures suggest that the most able (on entry) are performing at least in-line with expected grades with the weakest progress being seen by the lowest achievers on entry.

Students that are not meeting their target grades are receiving tutor mentoring. The school is focussing on these students further. Information on the mock examinations will be shared with parents at the progress evening which will take place next week.

Question: How does the School agree the targets set for students?

The targets are based upon students' average point scores and GCSE's as a minimum target. This year ALIS data was used to fine tune targets. Also, ALPS and historical data is used.

Question: If the prediction is higher than the achievement surely this is negative for students?

It was explained that predicted grades consider all data (not just mock examination data). This includes coursework and all assessments during the course. From now until the examination the majority of subjects are focusing on revision and exam technique during lessons, often leading to an uplift in the grades achieved at the end of the course.

Year 12 Assessment Point 3

The number of students achieving AAB is slightly below target, however other grades in a strong position. The picture is positive in the lead up to the mock examinations which will take place in Term 6.

Both year groups were asked as part of the recent student survey how well prepared they felt for the examinations. The response was overwhelmingly positive across all subjects.

Recruitment

One-to-one meetings have now taken place for the majority of applicants. John Harrison and Rob Gumber have also visited Uppingham Community College where UCC students were

interviewed. The response from students has been overwhelmingly positive. A two-day Induction will be held in late June/ early July.

Question: As part of the extra-curricular offering at the School is Youth Speaks being offered?

Natalie Henry-Oliver reported that this is not something that the School currently offers. Youth Speaks was offered prior to the pandemic, the School is looking at becoming involved again.

Stuart Williams left the meeting.

7. Psychology Review

Natalie Henry-Oliver referenced the psychology review document which had been circulated prior to the meeting. It was explained that the mini review had given the team the opportunity to reflect on the recommendations and the progress made since the full subject review last year.

The grade requirement to study psychology has always been strong, however, this year the subject requirement has been amended to include at least a GCSE grade 6 in English or maths.

The subject remains a very strong and popular subject at the School.

As part of the review students were spoken to and the overall response was positive. Students felt that teachers are approachable, feedback and engagement are strong and lessons engaging.

The psychology team had taken onboard any recommendations.

Question: Do students' complete prep prior to their lesson?

Prep takes a variety of forms, both consolidating learning and preparing for the lesson.

Question: How is the teaching team of two marking the large cohort work?

The teaching staff do not mark everything, often students self-mark or peer mark. Sometimes teachers will mark a sample of the cohorts' work. The teaching staff are still marking a lot but following the review are looking at other methods along with involving students.

Governors stated that they were impressed by the rigour of the review process. It was reported that example of good practice are shared across the School.



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8. **Policies**

The following policies were approved by the Governing Body.

- Careers
- Curriculum
- Bursary

Question: Do many students apply for a bursary?

It was explained that modest numbers of students apply for a bursary, however the School will encourage more students to apply.

9. **Any other Business**

Safeguarding Scrutiny Panel

It was agreed that the date of the safeguarding scrutiny panel would be rescheduled. Chris Raine would contact Liz Birchall, Phil Dalby and Dyl Powell to arrange an alternative date.

Dates for Diaries

10. LGB- Thursday 26 May 2022 @8.15am
Scrutiny Panel- Curriculum- 26 May 2022 at 10.00am
LGB- Thursday 7 July 2022 @5.00pm
Open Evening- Tuesday 8 November 2022
Presentation Evening- Tuesday 13 December 2022

Chris Raine