

## Minutes of the meeting of the Curriculum, Pupil Achievement and Outcomes Committee at the School on Wednesday 13 February 2019

### Present

C Crossland, Y Donkersley, A Hornby, D Hurst, N Holgate,

In Attendance Mrs V McCormick

### Apologies

Agenda Item	Discussion and Decisions	Action – who/by
1	<b><i>Congratulations to school following recent Ofsted, although report still not published so confidentiality essential. This Ofsted report validates the work of our school, with areas for improvement identified prior to inspection. (All members of this committee attended Ofsted feedback session)</i></b>	
2	<p><b>Minutes of last meeting</b></p> <p>Agenda Item (4) reading friends discussed, when there are sufficient volunteers this would be possible. CC suggested that PTA might be willing to fund raise for appropriate reading material to support reading in school.</p> <p>Minutes reviewed and accepted.</p>	<p><i>Take issue of reading volunteers to next meeting (YD)</i></p> <p><i>Investigate how much more adult support could be available for phonic work.</i></p> <p><i>Raise possibility of PTA financial support for reading material (RT)</i></p>
3	<p><b>Policy Review : Homework / EYFS update (effectiveness of EYFS)/ PSHCE/Music</b></p> <p>In light of ongoing work in staff meetings the homework policy is not ready to be shared.</p> <p>EYFS update to be shared at full GB meeting once entered onto SEF</p> <p>PSHCE – Q: DH asked about seeing PSHCE in action throughout the school. VMC stated that school assemblies are good ways of seeing evidence plus talking to pupils and Forum meetings School uses SEAL and Spice (drugs education). NH is trained to deliver the Spice curriculum, current Y6 not trained.</p> <p>PSHCE policy approved by the GB.</p> <p><b>Q Charles requested the PSHCE plan be shared with governors to enable tracking progress</b></p> <p>Music Policy AH asked about music curriculum. Could music and IT/Science be linked? Investigation of sound waves? Part of STEM (promoting Science/Tech/English/Maths.</p> <p>Policy approved subject to typing/grammar changes.</p>	<p><i>H/Work policy next meeting</i></p> <p><i>DH to attend a School Forum meeting and report back to next meeting</i></p> <p><i>VMc to share PSHCE plan</i></p> <p><i>Follow up, clarify who will deliver Y6 drugs education programme</i></p>
4	<p><b>Review of SDP</b> 2.1 Outcomes for Pupils. 2.3 To improve phonics results for all pupils.</p> <p><b>Q: What are predictions for phonics screening this year?</b> Phonics scrutinised further. One group each day teacher led, two taught groups. All Y2 'retest' pupils currently in line to pass the 'test' VMC raised concern over staffing levels to deliver phonics curriculum to YR, Y1 and also Y2 who need to repeat the 'test'. Currently an additional member of staff is available for</p>	<p><i>Consider teaching/reading materials available to deliver phonics teaching. Take to</i></p>

	<p>support (SEND pupil) As this member of staff moves to next class with pupil then VMc is one adult down. (see also review of previous minutes)</p> <p><b>SDP 2. Outcomes for Pupils 2:1 To raise GDS results in all areas.</b> Q: Spending allocations for Pupil Premium support. Are interventions creating an impact? . VMc shared overview of targets for identified pupils. ‘Support Case Studies’ have been created and shared (anonymised). Yes, interventions are having impact, but still a gap requiring two years of catch up (in one year).</p> <p><b>Q: Are you satisfied by TA/HLTA support?</b> Yes, fully supportive, engaged and proactive in discussions with next steps planning. <b>Q: would it be better if all interventions were teacher led?</b> Even with teacher support it is extremely challenging to make two years progress over one year.</p> <p><b>Q: Are all the tests pencil and paper tasks?</b> No there are a variety of ways that pupils can demonstrate understanding. Discussion, drawing, modelling, reading.</p> <p><b>Q: Are the levels of support and interventions sufficient to lead to expected progress?</b> Yes support is there but the current levels of achievement are below peers and subsequently it is almost twice as difficult to reach expected standard. For some pupils the gap is already too wide. However, every child is making the progress expected of them which includes personal challenge.</p> <p>4. Personal Development, behaviour and welfare Key Values: (4:1) Information is being gathered via discussion and questionnaires to pupils/staff/parents/governors. Progress being made with regard to ‘School Vision’. Next information gathering during PT meetings (5 &amp; 7 March) Drafts are being made from pupil ideas for the logo. The strapline ‘Fledge and Fly’ has been accepted and will be shared (and explained) with parents.</p> <p>SDP will be reviewed in full during the next full GB meeting</p>	<p><i>next meeting to investigate budget available.</i></p> <p><i>Next meeting identify progress indicators for identified PP pupils.</i></p> <p><i>School to share ‘vision’ and draft plans for new logo and strapline.</i></p>
5	<p>Literacy &amp; Maths subject lead invited to discuss progress towards SDP</p> <p>This item is a duplicate of agenda item (4) with the additional comments:</p> <p><b>Reading</b> – inference identified as common area of difficulty across KS2. (below national)</p> <p>VMc took us through PIRA results in detail. (Spring A) PIRA is Progress in Reading Assessment which are run termly to help track progress and compare to other schools’ benchmarks.</p> <p>The tests reliably assess reading attainment and progress with termly standardised reading scores.</p> <p>The time spent was devoted to looking at the online tracking system which highlights areas of progress and Below Age related standards.</p> <p><b>Maths</b></p> <p>‘Reasoning’ milestones being met.</p> <p>VMc took us through PUMA principals of the new scheme. (Spring A) PUMA is Progress in Maths Assessment – these tests are administered termly to help track progress and can be used to compare against similar schools nationally.</p> <p>Times Tables rapid recall not yet at expected standard however school is starting the preparation process. School has purchased TT Rock Stars on-line ‘game’ to encourage</p>	<p><i>Next time we look at PUMA assessments request a print out of ‘headlines’ to share with curriculum comm.</i></p>

	personal bests for pupils from Y3 upwards. NH demonstrated the 'game'. This will help Y4 times table test which is on the way.2020. Children have 20-25 questions and only a few seconds on each question. A video has been produced and shared on the school website for parents and pupils (Webinar)	
6	Headteacher Q&A feedback sheet from previous meeting (RT to forward notes to meeting)	<i>VMc/RT to distribute</i>
7	Governor Visits feedback  YD visited YR/Y1 16.1.19 (part of monitoring process) Just before Ofsted visit. Excellent opportunity to see how phonics curriculum being delivered by VMc and teacher support staff  DH will be visiting school 15.2.19 (report at next meeting)	
8	End of Year assessment report  Not discussed	
9	Attendance Report is now part of HT Report.  Next full GB meeting	
10	Safeguarding Update  No safeguarding issues to report.	
11	AOB  -	

Y Donkersley

12.3.19