

## Redlands Primary School

Curriculum, Pupils and Community Committee meeting on Wednesday 7<sup>th</sup> May 2014 at 18:30

### Minutes

#### Present

Sarah Bamford  
Sarah Bergson  
Sue Black (Vice Chair)  
Munir Chowdhury  
Katy Hathaway (guest)  
Peter Kayes  
Julie McKeown  
Linda Watsham  
Miriam Barlow – Clerk

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#### Welcome

The meeting was chaired by the Vice-Chair, in the Chair's absence.

#### 1. Apologies

1.1. Apologies were received from Ruth Gilson and Stuart Singleton-White, Edith Rigby and were accepted by the Committee.

#### 2. Declaration of interests

2.1. There were none declared.

#### 3. Minutes of the meeting 5<sup>th</sup> February 2014 (attached and distributed to committee members)

3.1. Proposed by Sarah Ba, seconded by Linda, agreed by the committee and signed by the Chair.

#### 4. Matters arising from the minutes

4.1. 9.9 relates to SEN, which will now be a rolling agenda item.

#### 5. Policies reviewed by Headteacher:

5.1. Transition policy – there were no changes.

5.2. Governors were reminded that they can ask to see school policies, and they are all available on the web site.

#### 6. Policies for review by Committee:

6.11. There were no policies for review

#### 7. Maths presentation

7.1. Katy Hathaway, Year 5 class teacher and Maths subject leader, gave a presentation showing how Redlands is striving for Outstanding status in Maths.

7.2. Peter has recently visited the school to observe Maths lessons; he and Katy carried out a learning walk together. During the learning walk, there was no evidence of girls being less engaged in Maths lessons than boys. Ensuring that girls are engaged in Maths lessons was set as a target following the Ofsted inspection 18 months ago.

7.3. We are working on the target of Giving children time to respond to teacher's marking.

7.4. Monkey Maths – child friendly way of knowing what targets are.

7.5. New curriculum, although more demanding, will give more freedom.

7.6. New maths portfolios will focus on investigation and problem solving.

7.7. **QUESTION:** When children are selecting their own work, how do you know they select appropriately? Do they not just choose the easiest? **ANSWER:** The evidence is that children tend to select work that is slightly too hard, and then adjust. Sometimes the teacher will direct. We don't use the method all the time, but it does give children a sense of ownership. It fits in with the Growth mindset – "have a go" mentality. There will also be a challenge on the board that all children can try when they have finished their work. Children who are engaged in their learning will look for the hardest tasks.

7.8. **QUESTION:** You said that on the learning walk, you observed girls and boys to see if there was a difference in engagement; have you observed this previously? **ANSWER:** No, this was not particularly observed, it was

picked up by OFSTED. **F/UP QUESTION:** Is this similar further down the school? **ANSWER:** It is harder to tell with the lower years, as groups are not so set.

- 7.9. **QUESTION:** Has the school been working on its use of Maths Language? **ANSWER:** Although this has not been a priority this year, from September, will have maths displays in classrooms, including maths vocabulary. Maths language sheets were handed out at parents' evenings. Language of maths needs to be relevant. Shape, a very language heavy topic, is less popular across the school.
- 7.10. **QUESTION:** Will the new curriculum be introduced to Year 5 next year? **ANSWER:** No, as they will be tested on the old curriculum. Year 4 will be starting the new curriculum next year.

Katy Hathaway left the meeting

## **8. Growth mindset update**

- 8.1. Olivia and Sarah went to visit Celia Thatcher, head teacher at Grazeley School. Grazeley are now in their 2<sup>nd</sup> year of Growth mindset.
- 8.2. Grazeley is a very different school to Redlands, but the meeting reinforced our confidence that we are approaching this in the right way.
- 8.3. Staff are embracing Growth mindset. Children are becoming more familiar with the idea.
- 8.4. Sarah showed a Youtube clip called [Growth mindset in a pigsty](#), which she had shown in assembly.
- 8.5. Staff no longer using closed language; there is emphasis on praising effort rather than outcome.
- 8.6. The majority of fixed-mindset children are the more able pupils. Our challenge is to change that thinking, replacing it with the concept that making mistakes is a powerful way of learning.
- 8.7. As a result of the new Growth mindset culture, a year 5 pupil has made a film about the damage done by phosphates. He sent the film to E-cover, who put it on their web site and sent goodie bags to the school.

## **9. Pupil interviews for term 6 – maths / growth mindset**

- 9.1. Sarah wants to incorporate maths and growth mindset questions into term 6 interviews. She would like a CPC governor to volunteer to carry out the interviews. **ACTION:** CPC Governors to think about whether they could be involved.

## **10. Data – mid-year update**

- 10.1. Sarah presented the data on the termly progress table.
- 10.2. Sarah will be having progress meetings with the relevant teachers.
- 10.3. In KS2 we are looking for 4 points of progress across the year. This is acceleration for the school, but still wouldn't take us to the Outstanding bracket – we would need 18 points of progress across the Key Stage for this.

Munir left the meeting.

- 10.4. **QUESTION:** Is there a cynical argument for keeping KS1 pupils' achievement low so they make more points at KS2. **ANSWER:** Yes, although they are measured on achievement as well, and on their KS1 progress.

## **11. Questionnaires – outcomes (attached and distributed to committee members)**

- 11.1. **QUESTION:** Is there a comparison with last year? **ANSWER:** Yes, the outcomes were more positive than 2 years ago. The same issues came up with parents – homework and communication.
- 11.2. **COMMENT:** "I feel comfortable approaching the school....". 100% of people agreed or strongly agreed with this statement; the school can be proud of this.
- 11.3. Next time, we will give examples on childrens' questionnaires, as this will help.
- 11.4. Homework issues – most parents who had an issue with homework said they wanted more!
- 11.5. The idea of the homework grid is for parents and children to spend time together doing it. It is a growth mindset thing!
- 11.6. Staff questionnaire responses were mostly very positive.

## **12. Report on visit to Churchend School (attached and distributed to committee members)**

- 12.1. **QUESTION:** Was this a useful visit? **ANSWER:** Yes, for the governors who are just starting to look at the implications of Academy status.
- 12.2. A lot of the things she talked about were things that schools can do anyway. E.g. freedom of where to buy services from – we can do this anyway without being an Academy.

12.3. **QUESTION:** What needs to happen next? **ANSWER:** All Governors have had the report. Peter's recommendation is to do nothing yet, but wait to see what happens next year in the general election.

12.4. **ACTION:** Academy status on FGB agenda 20<sup>th</sup> May.

### 13. SEN

13.1. Sue attended a conference last month. A national expert has been helping Reading put together what they need. The Local Offer is a database that parents can access, showing them everything on offer by local settings (education, health and social care).

13.2. By 7<sup>th</sup> July, Each setting has to put together their core offer for the database.

13.3. Sue circulated Setting self audit grid for Local Offer; this will be completed by Sue, Sarah and Olivia next week.

13.4. **QUESTION:** Will parents of neurotypical, mainstream children also be directed to the Local Offer? **ANSWER:** We don't know whether they will be specifically directed to the Local Offer, although it will need to be accessible to all.

13.5. **QUESTION:** On the self audit grid, Qu 6 says that to be an Embedded school, all staff will hold QTS; surely this should be true for all schools. **ANSWER:** Unqualified teachers can be employed by the school. SENCOs have not previously needed QTS, but do now.

13.6. The school will be covering changes to SEN provision at an INSET day in the Autumn term.

13.7. It was noted that there is a lot of change happening at once, in several areas.

### 14. Curriculum update

14.1. We are well on the way with planning for the new curriculum. All subject leaders have worked hard to map new expectations against what we are already doing. Olivia has been on a Chris Quigley course, which was very helpful.

14.2. We have decided to introduce a new initiative for term 6, called The University of Redlands. The aim is to increase aspiration amongst our children. We will be offering "primary degree courses", which will run on six Wednesday mornings during the summer term. Children will be invited to apply for 3 courses, using their application form to state why they should be accepted onto the course. They will each be accepted onto one of their three choices. There will be a Graduation ceremony at the end of the course. We are putting together a prospectus. All the courses will be subjects that children don't get the opportunity to do within the standard curriculum, e.g. Camp cadets, Events management and Archeaology.

14.3. Sarah thanked Friends of Redlands for helping to fund this initiative.

### 15. Attendance update

15.1. Attendance last term was 96.6% – this is good, considering there was a lot of illness in the lower school.

### 16. Universal Free School Meals update

16.1. RBC's survey concluded that we need to put extra kitchen storage space in the hall. We have refused to do this, as we use the hall for P.E. and we have questions about safety. The next plan was to extend the kitchen into the meeting room. Now the plan is to convert the kitchen toilet into storage space.

16.2. We will have an extra member of staff for serving, but not for preparation.

16.3. We have sent letter to parents to gauge what uptake will be; these are beginning to come back.

16.4. Parentpay is up and running.

### 17. Clerking matters

17.1. Julie and Linda added their approval for RGA membership renewal to the responses already received by e-mail. **ACTION:** Renew RGA membership.

### 18. AOB

18.1. Beat the Street is an initiative to get people walking. Children are issued with a key fob, which they tap on beat boxes in area. Schools competing against each other.

18.2. Sarah showed the school video, which is on the web site. It was agreed that this is a great advert for Redlands and gives parents a flavour of what school life is like. **ACTION:** Sarah to continue reminding parents to look at web site.

Hand-outs: Setting self audit grid to support all settings and schools (except FE) Contribute to The Local Offer

The meeting closed at 20:25