

**CARDEN PRIMARY SCHOOL  
GOVERNING BODY  
MINUTES**

<b>Committee</b>	<b>Curriculum Learning and Achievement</b>
<b>Date/Time:</b>	27 <sup>th</sup> June 2016 4 pm
<b>Location:</b>	Carden Primary School
<b>Distribution:</b>	Full governing body Website
<b>Quorum:</b>	3 governors required to make decisions
<b>Attendees:</b>	Governors (voting): Karen Wicker (KW) Chair of Governors and of this committee Jeff Nixon (JN) Helen Longon Howorth (HLH) Headteacher Daniel Holmes (DH) Other (non-voting): Catriona Lane (CL) Deputy Headteacher Janet Johnson (JJ) Clerk Paul Harrington (PH) Learning Manager
<b>Apologies:</b>	Governors: Kevin Cunningham (KC) - accepted Jayne Bravery (JB) - noted Sophie Wadleigh (SW) - accepted

**ACTION SUMMARY**

ITEM	OWNER	ACTION	DUE BY
From FGB 24.3.16	<b>KW</b>	Check monitoring the next steps from HLH responses to SEF questions completed	
4.1	<b>KW JJ</b>	Play therapy evaluation for November meeting	
5	<b>KW</b>	Liaise PH for termly report Decide presentation schedule	
5	<b>All</b>	Forward further queries re Curriculum to PH	
6.1	<b>JJ</b>	Recirculate phase leader reports with FGB agenda	
6.1.1	<b>HLH</b>	Remind governors of the current year 6 actions to address difficulties since identified.	
6.2.3	<b>KW KC</b>	Provide maths report	
6.2.5	<b>KW</b>	Take Pupil Voice forward	
6.3	<b>KW DH</b>	Liaise regarding equality governor expectations	

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	<b>DISCUSSION and DECISIONS</b>	<b>ACTION</b>
1	<p><b>Introduction</b> KW opened the meeting and thanked attendees for coming. Apologies were considered. The key themes for the meeting as per the school improvement plan were to be Theme 3: effectiveness of leadership and management; Theme 1: outcomes for children and other learners; English, extending challenge with assessment and marking and finally, equality. Some of the information had only recently been received and a changed order of agenda items was agreed.</p>	
2	<p><b>Declaration</b> of Interest in items on the agenda No new declarations were made when invited and as there were no conflicts of interest all governors could remain and participate fully throughout.</p>	
3	<p><b>Minutes from 17.3.16</b> JJ was thanked for the minutes which subject to a small alteration at item 7.2 were agreed to be an accurate representation of the meeting and signed accordingly.</p>	
4	<p><b>Matters Arising if not covered elsewhere</b> 4.1 Play therapy – The evaluation will be in November and would be on the agenda for the next appropriate meeting. 4.2 The profile for the foundation stage had still not been received from the government and there was no indication of timescale. 4.3 Extended marking visits were still due and moved on to the coming year. All other actions had been completed or were to be discussed elsewhere. Discussion turned to item 6.</p>	KW JJ
5	<p><b>How do we know there is a broad and balanced curriculum?</b> PH tabled a report including responses to questions raised by governors. The report is attached to these minutes. Much of the background information was already known. Further information was provided:</p> <ul style="list-style-type: none"> <li>• Cursive writing would be a requirement for next year's year 6.</li> <li>• Challenges have been in upskilling particularly in those areas previously in the key stage 3 curriculum and in the more specialist subjects - design and technology and ICT (now known as computing) particularly in coding. The local authority had assisted as school hardware and software often does not support the needs. Plans were in motion for music training.</li> <li>• Recruitment of those with the required maths skills continued to be an issue.</li> <li>• Prior to 2014 the curriculum had been mainly driven by English. More recently this had been by the humanities and the range of topics was enjoyed by the children. PH tabled an overview.</li> <li>• Currently under consideration is including in year 5 some age related expectation for year 6 in everything.</li> <li>• Developing mastery has had good knock on effects and some children have been blossoming.</li> <li>• HLH had recently visited a school in London where they have introduced guided writing for maths to assist with reasoning.</li> <li>• Successful delivery of some topics was in vertical groups in Key Stage2.</li> </ul>	

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	<p><b>Is cursive writing going to be a problem for next year?</b> We have identified those with difficulties and have been impressed with the improvement and the quality is better. A governor had seen a significant number of children in the lower school using cursive script.</p> <p><b>When is it introduced?</b> When they are ready. It is if their gross motor skills are developed to do the finer skills. This is usually in year 1 or 2 and by year 5 and 6 it is in place.</p> <p><b>When marking work for 'other' subjects, is it marked for English?</b> My marking has changed, now it is marked as there is a need to communicate clearly regardless. If it has been taught; it should be marked.</p> <p>Governors discussed the French system of learning handwriting and they supported HLH in the review of the number and style of children's workbooks to better reflect the cross curricular nature of the learning and enable easier continuous assessment. They were pleased with the responses to the questions and confirmed it matched with their knowledge of the school including its strengths and weaknesses. Maths would continue to be a focus and they agreed the introduction of guided writing in maths warranted further consideration as it appeared promising.</p> <p>Governors were most appreciative of the report. It was agreed that at each meeting there would be a short presentation by a subject leader on a set format. In addition PH would provide an up-date for each meeting on continued professional development, music, French, design technology and computing.</p>	<p style="text-align: right;">KW/PH  PH</p>
6	<p><b>Achievement:</b> <b>How do we know all our children are making good or better progress?</b></p> <p><b>6.1 ASSESSMENT – Process: is it reliable and effective? Up-date</b></p> <p>6.1.1 Governors wanted more time to digest the three phase leader reports already received and recommended the full governing body considered them along with up-dated data at the next full governing body meeting in July. Governors wanted to note how useful it is to have phase leader reports, giving another 'voice' to add to their knowledge of the school.</p> <p>HLH advised that following a review of the tracking programme the programme 'Flick' used by local schools had been purchased. This was seen as an improvement on the current, Edison system.</p> <p>6.1.2 Outcomes. Progress. HLH tabled up-to-date progress against targets for reading writing and maths. Governors were already aware aspirations had jumped 8-9 months, the school had set demanding targets and the higher up the school the less time they have had with the new national curriculum. Progress had been followed by governors all year and from previous years and there were no surprises.</p> <ul style="list-style-type: none"> <li>• Reading. Progress had been good. For reading one year 6 class had started with 65% at Age related expectations and ended at 75%, another class had improved from 54 to 67%. Additional support was in place for the class not meeting the target.</li> <li>• Writing. For the classes where achievement was not on target the</li> </ul>	<p style="text-align: right;">KW JJ</p>

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	<p>progress from Key stage 1 was positive.</p> <ul style="list-style-type: none"> <li>• Maths. From the 12 classes 2 had achieved or exceeded their target, 5 classes had one or two children not meeting the target, 1 with 3 children and 4 classes did not reach the target. HLH considered that although there had been an improvement since the 5 year decline before 2014 there was still work to be done to catch up. Maths would remain as the area for whole school focus again next year alongside further development of writing.</li> <li>• Year 6 results were as expected.</li> <li>• Disadvantaged. The gap was either stable where there were fewer or closing if there were more.</li> <li>• Other groups. There did not seem to be a difference between gender or those with English as an additional language.</li> <li>• Good performances. Year 1 had done particularly well. Prior attainment at 45% good level of development was the 2<sup>nd</sup> lowest in the local authority. As governors knew, there had been staffing difficulties and some high needs children. High targets had been set and both classes did well. At the end of the autumn term the phonics target was set for 50% to meet target but the results were actually 65% (61% with the speech and language children) and many children came in to the 'Venn diagram'. In addition four out of five children in the nurture group were now ready to move on. Further analysis of the phonics data to ascertain non-attaining groups pointed to non-pupil premium local white boys. Research would continue.</li> <li>• Key Stage 1. With the national SPAG test withdrawn attainment was measured by teacher assessment. To enable better comparison results had been moderated with Brunswick school. To make the grade a 'pass' is needed in every element. The results were 70% (comparable with other schools) but only 54% (low) when the 16% of the entrants from the speech and language section were included.</li> </ul> <p>Governors enquired as to mobility. Movement had been tracked and was a factor, for example in year one 8 children left and 6 arrived. With each child representing 3%, this was a significant factor as was the effect of including the speech and language pupils with Carden's results.</p> <p>More information would be provided for the full governing body meeting in July on key stage 1 and key stage 2 in September. HLH would also prepare a document for governors reminding them of the actions and interventions that had taken place for year 6 which they knew had been a challenging cohort.</p> <p>6.1.2 Teaching</p> <p>HLH tabled the summer term lesson observation summary which had the focus on mathematics, reasoning and problem solving. It had been triangulated and the school improvement partner had been in attendance for two. One teacher was receiving further support and been re-observed. All teachers were now good or above. Climate for learning and lesson organisation was a particular strength.</p> <p><b>Is the good teaching at least solidly good?</b> Yes, in all but one. The nursery was outstanding. A governor with experience in the field commended the school on the improvement in the nursery, the outcomes and the environment for learning.</p>	HLH
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	<p><b>Why is the percentage outstanding in support for learners the lowest?</b> This is less to do with use of teaching assistants and more as a result of less concrete and pictorial aides for maths lessons. HLH reported that a very positive maths book scrutiny had taken place with the school improvement partner. Children performing at different levels talked through their books. PH arrives 16.33.</p> <p><b>6.2 ASSESSMENT AND MARKING with Focus on Challenge</b> Governor feedback</p> <p><b>6.2.1 PHONICS:</b> A governor had already provided an early years/foundation stage report as well as a phonics learning walk with the school partnership advisor (SPA). She fed back that there had been a massive improvement. The outcome of the tests would be monitored at the next full governing body meeting. Attending with the SPA was recommended. The reports were accepted.</p> <p><b>6.2.2 ENGLISH:</b> A governor had provided a full report and supported the information given by the school. It was accepted.</p> <p><b>6.2.3 MATHS:</b> A governor had attended at the school and the report was awaited.</p> <p><b>6.2.4 Upskilling I think this actually refers to the report awaited from Kevin.</b> This had been covered at item 5 and would be revisited by termly report from PH.</p> <p><b>6.2.5 Pupil Voice Feedback</b> This was not discussed.</p> <p><b>6.3 EQUALITY</b> To what extent is the vision met? <i>Equality information and objectives for review</i> DH agreed to be the governor linked to this policy. He would report back.</p>	<p>KC</p> <p>KW</p> <p>KW DH</p>
7	<p><b>Effectiveness of committee and review of TOR</b> KW had reviewed the work completed by the committee and governors had considered the effectiveness document. The committee had completed most of the work and would use the document instead of the overviews. The document would be an aide to draw up an annual plan and review the terms of reference. JN KW and JJ agreed to meet to take this further. KW invited further comments by email regarding the effectiveness documents.</p> <p><b>Policies for delegation to Headteacher</b> It was agreed the headteacher would approve collective worship and gifted and talented policies. Governors would continue to monitor their effectiveness through curriculum, outcomes, school improvement and budget monitoring. Governors would continue to be directly involved in amendments and review of the pupil premium policy.</p>	<p>JJ</p>
8	<p><b>Agenda for next time:</b> <b>Reports required and from whom –</b> Subject Presentation, Curriculum skills update. KS2 outcomes. There being no further business the meeting closed at 17.40</p>	

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Curriculum Report to Governors

27-6-16

Paul Harrington – Assistant Head Teacher and Leader of Learning

**Background**

In 2013 the government announced plans to overhaul the national curriculum. For most children, these changes took effect from September 2014, but children in Years 2 and 6 followed the previous programmes of study until September 2015 in English, maths and science; however, at Carden, years 2 and 6 were starting to change topics in preparation for September 2015.

**Why the change?**

The main aim for the change was to raise standards, particularly as the UK continues to slip down international student assessment league tables. Inspired by what is taught in the world's most successful school systems, including Hong Kong, Singapore and Finland, as well as in the best UK schools, the National Curriculum (NC) was designed to produce dynamic, creative and well educated students.

Although the new curriculum is intended to be more challenging, the content for some subjects is actually slimmer than the older curriculum e.g. art and music are reduced to one page. It focuses upon essential subject knowledge, excellence and mastery for all and core skills.

**What are the main changes?**

Subject	What's new?
English	<p>Stronger emphasis on SPAG (vocabulary development, grammar, punctuation and spelling) with much higher expectations placed on every year group.</p> <p>Handwriting – not currently assessed under the national curriculum – is expected to be fluent, legible and speedy.</p> <p>Spoken English has a greater emphasis, with children to be taught debating and presenting skills.</p>
Maths	<p>Five-year-olds will be expected to learn to count up to 100 (compared to 20 under the current curriculum) and learn number bonds to 20 (currently up to 10).</p> <p>Simple fractions (1/4 and 1/2) will be taught from KS1, and by the end of primary school, children should be able to convert decimal fractions to simple</p>

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	<p>fractions (e.g. <math>0.375 = \frac{3}{8}</math>).</p> <p>By the age of nine, children will be expected to know times tables up to 12x12 (currently 10x10 by the end of primary school).</p> <p>Calculators will not be used at all in primary schools, to encourage mental arithmetic.</p>
Science	<p>Strong focus on scientific knowledge and language, rather than understanding the nature and methods of science in abstract terms.</p> <p>Evolution will be taught in primary schools for the first time.</p> <p>Non-core subjects like caring for animals will be replaced by topics like the human circulatory system.</p>
Design & technology	<p>Afforded greater importance under the new curriculum, setting children on the path to becoming the designers and engineers of the future.</p> <p>More sophisticated use of design equipment such as electronics and robotics.</p> <p>In KS2, children will learn about how key events and individuals in design and technology have shaped the world.</p>
ICT	<p>Computing replaces Information and Communication Technology (ICT), with a greater focus on programming rather than on operating programs.</p> <p>From age five, children will learn to write and test simple programs, and to organise, store and retrieve data.</p> <p>From seven, they will be taught to understand computer networks, including the internet.</p> <p>Internet safety – currently only taught from 11-16 – will be taught in primary schools.</p>
Languages	<p>Currently not statutory, a modern foreign language or ancient language (Latin or Greek) will be mandatory in KS2.</p> <p>Children will be expected to master basic grammar and accurate pronunciation and to converse, present, read and write in the language.</p>

**Will the new curriculum involve any new tests?**

The Department for Education has also overhauled the format and content of SATs taken in Year 2 and Year 6 to reflect the new curriculum. These will be taken for the first time in

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May 2016. There will also be a new grading system, replacing the previous national curriculum levels.

**What's happened at Carden?**

During the academic year 2013/2014, year groups 1,3,4 and 5 and to a lesser extent years 2 and 6 spent a great deal of time planning and preparing to implement the NC. This was overseen by assistant head teacher Lisa Perrins (LP) who had been appointment curriculum co-coordinator by Ged Cotton. Using the guidelines from the Department for Education, school staff worked in phase teams (then years 1-2, 3-4 and 5-6) supported by phase leaders and LP to plan for subject and skills coverage in a cross curricular topic based approach. These phase teams were changed towards the end of the summer term 2014 (1-3 and 4-6) due to promotion to another school of one of the phase leaders).

Governor questions:

***Q1) How are topics for non-core subjects decided upon?***

The NC dictated some topics e.g. Roman Britain and an area of South America to be taught in KS2. School staff, led by LP, then compared what needed to be included with what was currently being taught and where possible tried to match up and use existing units and resources to avoid throwing out the baby with the bath water. In order to achieve a topic based approach, staff were encouraged to use the humanities and science as drivers and to make as many links as possible. This approach ensured that essential subject knowledge and core skills were embedded and mastered.

***Q2) Is there a sort of English and maths through the curriculum policy?***

There is no specific policy on this although English and maths is woven into many areas of the curriculum which is emphasised in the English and maths policies. Writing across the curriculum has always been a strength at Carden and a more recent focus on improving maths has seen it further embedded in other curriculum areas.

***Q3a) How are you going to try and introduce the new curriculum's handwriting standards regarding specific progression?***

By the end of KS2 children's handwriting should be clearly joined, legible, neat and written fluently. During this interim year, the government backed down on this being a requirement for awarding children age related expectation (ARE) at KS2. However from next year it will be a requirement regardless of the sentence structures, vocabulary choices, range of punctuation and creativity. Carden's handwriting policy requires that cursive handwriting script is used throughout the school. Younger children in EYFS are encouraged to develop their gross motor skills using a variety of resources in order to develop the skills required to hold and grip a pen or pencil. At KS1 children take part in daily handwriting practice and are encouraged to join letters when developmentally appropriate. In year 3, the Edison practice of Fast Learning is introduced and continued throughout KS2. The aim for this daily 10

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minute daily activity is to improve handwriting, expose children to a wider range of vocabulary and punctuation, build stamina in writing and to practice weekly spellings. Further bespoke intervention is given to groups of children who require more support as and when necessary.

***Q3b) Do you plan to run an INSET day to introduce this, could I please have the date so I can try to attend?***

Due to staff changes, there will be a day on planning for September INSET which will include handwriting. Date to be confirmed.

***Q4a) Has the school recorded any of the learning from the implementation itself?***

Subject leads complete end of year reports for their areas which include a review of coverage for their curriculum area. Inevitably there have been a few changes made in some areas as the realisation that some writing genres were better placed within a different topic. However on the whole, most areas that were planned have remained within the originally year groups.

***Q4b) And if so, do you feel that the initial planning and forethought was appropriate for the level of change here?***

Generally yes. Reminders have been needed that content from previous year groups need to be revised and simmered in subsequent years to ensure it's not forgotten and is used confidently and independently with children. Accelerated learning sequences, when used effectively, ensure that those children who need more practice with securing subject knowledge and skills from lower year groups are supported.

***Q5) If we are ever presented with similar predicament in the future, would you follow a similar process or would there be a significant change of approach. If so, what would you do differently?***

The changes made were done so with plenty of time in a calm and diligent way. There was considerable consultation with staff by LP who gradually handed over ownership of the changes whilst continuing to coordinate. There have been many changes to education over the years and staff are highly skilled at adapting to change. The importance and role of the subject lead has grown significantly over the last couple of years and if further changes were to be brought in sometime in the future, there would be a greater expectation placed on this area of leadership.

***Q6) Previously, I am aware that it would be usual practice to allow higher achievers to 'move onto' the following years work. From this year, schools may instead encourage***

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*more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas.*

*- Is this the approach now taken at Carden and has there been a demonstrable effect on the pupils grasp of the subject matter?*

To a large extent, previous English and maths leads at Carden had always encouraged staff to plan for more in depth investigative work that stretched and developed lateral thinking within the appropriate year group's planning. This approach; however, has considerably developed and evolved with the advent of the NC and is firmly embedded at Carden. It has had a very positive effect on children's learning and development. The definitions of who are high attainers are now more flexible depending upon task and skill set required enabling all learners to aspire and achieve the level of mastery.

***Q7a) Does Carden offer a broad and balanced curriculum?***

Carden on the whole delivers an extremely broad and balanced curriculum. There are many strengths to be applauded such as using the local community, school surroundings, visitors and visits. In fact, this year, there have been more school trips in most year groups than the last ten years. Particular strengths of the school are English, science, PE, art, RE, history and geography. Improving maths has had a huge focus this year with successes evident throughout the school. The curriculum areas of French, music, DT and computing require highly specific subject knowledge and resources and whilst there have been many successes within these areas, staff will benefit from planned continuing professional development in the near future.