

Patcham Junior School  
Governing Body Meeting  
**MINUTES**

<b>Meeting of:</b>	<b>CURRICULUM COMMITTEE</b>
<b>Date/Time:</b>	Tuesday 25 <sup>th</sup> April 2017 – 5.30 pm
<b>Location:</b>	Patcham Junior School
<b>For:</b>	All governors and website, Charlie Baker
<b>Present:</b>	Governors (voting) Marion Rajan (MRJ) Chair of Committee Nicky Caldwell (NC) Mark Rodericks (MRD) Debbie Willsher (DW) Ruth Nilsson (RN) Andrew Saunders (ASD) Other (Non-voting) Charlie Baker (CB) English Lead Janet Johnson (JJ) Clerk
<b>Apologies:</b>	Ashley Seymour-Williams (ASW) Headteacher - accepted Iseult Hull-Flower (IHF) Chair of Governors - accepted Shadric Toop (ST) - noted

	<b>DISCUSSION AND DECISIONS</b>	<b>ACTIONS</b>
1	<b>Welcome Interests Apologies</b> MRJ opened the meeting. No new declarations of interest were made. Discussion turned to item 2.3.	
2	<b>SCHOOL IMPROVEMENT PLAN</b>  <b>2.1 Pupil Assessment (Goal 5<sup>1</sup>)</b> MRD gave an updating summary. <ul style="list-style-type: none"> <li>• The school used a variety of summative and formative assessments and the range made it more accurate.</li> <li>• Summative tests included SATS for year 6 and TestBase for years 3, 4 and 5. This ensured the ability to make very direct comparisons.</li> <li>• Writing and writing moderation was also summative. Maths used book scrutiny as well as tests and portfolios were being formed. Other schools in the partnership were looking at getting evidence on reasoning. In science we are using other ways of assessing knowledge rather than writing including responses in books, peer and self-assessment. Examples were then shown to governors.</li> <li>• Formative assessment was questioning in lessons and looking at children's work. The plans for work continued to be annotated and showed adjustments by teachers' assistants as well as teachers. ASW had ensured the formative assessment linked really well to the</li> </ul>	

<sup>1</sup> Assessment is being used accurately to inform teaching and track progress in maths, reading and writing.

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summative.

**Did other Brighton schools use TestBase?** Yes but they weren't quick enough to enable them to compare with schools nationally.

Governors were satisfied the assessment system was working well.

They were agreed all the improvement strategies under consideration at the meeting were on track.

**2.2 Writing and Reading (Goals 7<sup>2</sup>, 10<sup>3</sup> and 2<sup>4</sup>)**

CB gave a verbal up-date and provided examples of exemplification tables, review aide memoire and grammar crammer. Current data was discussed at 2.5

2.2.1 Assessment included regular monitoring of writing and book scrutiny and in year 6 there was almost constant assessment. The exemplification tables tracked progress through from year 3 which made it clear where the gaps were. CB undertook joint moderation with the High School.

2.2.2 Presentation improvements had been difficult but it was now of a high standard and there was now consistency. The School Improvement Partner had confirmed this. CB recommended it needed moderating as standards slipped easily and also that it was ensured any new teachers understood and complied.

2.2.3 Best practice had been attempted to be shared with other subjects at the local schools joint inset day; however, only English signed up.

2.2.4 Spelling. The no-nonsense spelling programme continued to be successful. All years enjoyed their weekly spelling lesson and the subject was high profile in the school. A spelling competition with other schools would be held this term and all but those with severe difficulties were expected to learn all their year's words. The policy for correcting spellings was now embedded.

2.2.5 Reading. The 'drop everything and read' (DEAR) programme was continuing with all years on Fridays and other year groups for differing numbers of times during the week. Reading assessment was termly for the whole school and weekly for year 6. Star reading tests were also completed. Guided reading now tended to be on texts rather than complete books.

2.2.6 MRD added:

- A lot of the spelling strategies have had real success. In year 6 for example, the gap had closed and all had made a really noticeable improvement, one by 82%.
- He had been liaising with Patcham High School (PHS).

<sup>2</sup> Pupils achieve well in writing, making good progress throughout the school.

<sup>3</sup> Pupils enjoy reading for pleasure and have excellent comprehension skills.

<sup>4</sup> Ensure all teachers have the highest expectations of pupils' work. Ensure that all work is well presented and of the highest quality.

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- They had commented favourably on the high standards of presentation of work by ex-pupils on arriving in year 7.
- He, Mark Warner (Deputy Headteacher at PHS) and Rowlie Derby (English and High Achiever lead at PHS) had undertaken learning walks at PHS and at the Junior school. They had been really impressed with behaviour and attitude in the classrooms and wanted to make sure that moved on to the high school.
- Teachers from PHS and PJS would be teaching some sessions at each other's school.

2.2.7 **Do pupils get to the stage they can be self-critical by year 7?** This develops throughout the school, all have an aide memoire and 'non-negotiables' which they use to check work and they know the tick sheets.

**How much communication do you have with parents re advice for reading?** As part of DEAR there are lists and peer recommendations. It comes up at parents evening and the home school book is used. We also advise parents to read to their child.

**How often do they go to the library?** Fortnightly to the public library but the library here is open all the time.

**How do you manage the [DEAR] quizzes and do they like them?** In DEAR time there is a computer in most rooms. It is established in year 6 but not yet fully embedded elsewhere and a teacher has an overview.

**Do you do anything special with pupil premium pupils?** They are included specifically on the plan and we monitor. In year 6 they are doing very well but not as well in the other years.

2.2.8 A governor noted the books available at the school were very good and offered challenge and the step up from the infant school was noticeable.

A governor suggested the dip in outcomes at year 7 might partly be because secondary schools still did not know the high level those having gone through the new national curriculum were now working at.

Governors passed on their thanks and CB left 18.31. discussion turned to item 2.4

### **2.3 British Values (Goals 14<sup>5</sup>,15<sup>6</sup>)**

DW the PSHE lead teacher gave a verbal up-date on progress.

- British values ran through every school action and several examples were given of specific and general actions taken in relation to each of the values.
- Under consideration at present were discrete lessons on various aspects.
- The school ran a rigorous prejudice log

<sup>5</sup> Children have an understanding and respect of differences and celebrate individuality.

<sup>6</sup> Children understand British Values and demonstrate them in their everyday interactions

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	<ul style="list-style-type: none"> <li>• The teaching of tolerance and linking RE and PSHE had been reviewed with an Imam.</li> <li>• News events were discussed in assemblies</li> <li>• The website and school environment clearly demonstrated British Values in action.</li> </ul> <p><b>Is there a local authority (LA) statement as to what British Values are?</b> We can find out; we are using the national statement.</p> <p><b>Do children know what the terms are?</b> Yes we need to know what we mean by values.</p> <p>RN arrived 17.42 Governors agreed this fitted with their experience of the school and that the school had improved significantly in the last two years in its planned actions and what could be demonstrated. A governor had also reviewed the folder with the related work. They supported the return of the 'philosophy' book which shared parents' and children's views on disparate topics. They recommended the values should be revisited with the new headteacher to ensure continuity of the values held dear by the school community. ASD arrived 17.49</p> <p>Governors were confident this area of the plan was on track and decided monitoring could take place by annual discussion in future rather than requiring a link governor.</p> <p>Discussion turned to item 2.2</p> <p><b>2.4 Art (SDP 12<sup>7</sup>)</b> The link governor had already reported on this area and governors knew there was a huge range of fully inclusive activities. The school was now thinking about how to get drawing into other subjects. The Case Study and Statement of Commitment had already been considered by governors and MRD informed they expected to achieve the Artsmark. Governors noted some of the work was still progress coded amber.</p> <p><b>What is happening re the music?</b> It is being developed. Students have access to instruments in the lesson. We have borrowed keyboards from PHS and been given some. The soundmakers 10 week course is continuing.</p> <p><b>How frequent are music lessons?</b> 2 out of 3 weeks and children really enjoy it now.</p> <p>A governor recalled the enjoyable ukulele concert.</p> <p><b>Are the projects sustainable financially?</b> Yes. They should be.</p> <p>Governors were very impressed with progress made. They appreciated the range and the inclusivity.</p>	<p>DW</p> <p>MRD</p>
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<sup>7</sup> Culture and the Arts continue to underpin the curriculum and learning. All pupils develop their creative talents in a wide variety of forms.

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	<p><b>2.5 Outcomes</b> Governors had already received and considered the progress/achievement data. They noted that for the whole school the general trend was that as would be expected, as the year progressed more children met or exceeded age related expectations (ARE). In addition as children spent longer in the school they were most likely to be reaching or exceeding ARE. <b>Why are they coming up with being met ARE but are not meeting it now?</b> It is meant to be met ARE at the end of the year. <b>Is that data reliable now?</b> It is still difficult and the government has still not resolved it. Our school errs on the side of caution in grading. <b>So the key stage 1 data should be fairly reliable?</b> Yes but some work is still needed when they follow on to key stage 2 to rely on the judgements. <b>Where are the concerns?</b> Year 3, focus on writing ARE. Year 4, there is a general trend for improvement but quite a high number need to be targeted to reach the level across the board. Year 5 reading is a real strength and ARE+ but they need to focus on ARE for maths and writing. The Year 6 picture is strong. Pupil premium should do well in year 6. Year 6 writing data in December ARE+ was quite high but had dipped in April. <b>Why is there no data on the chart for December 16 for year 6 writing?</b> An omission, we do have the data. Governors noted that in the spotlight for the summer term Leadership and Management section there were comprehensive key actions related to these areas. MRD confirmed they were in place, e.g. pupil premium meetings and information forms. He showed governors the up-dated school data on a format similar to Raiseonline and added there was now a need to positively discriminate in lessons. <b>How much of the tracking process is sat with ASW or are you very familiar?</b> I am very familiar with it and know all the systems that are in place. <b>In the improvement plan ASW refers to inconsistent teaching and concern with writing.</b> We have been monitoring both quite closely and from books there has been an improvement. Governors raised a query regarding the numbers joining during the year and MRD confirmed he would check and advise. Discussion turned to item 2.1.</p>	MRD
3	<p><b>MINUTES OF PREVIOUS MEETING</b> Subject to the amendment of a typographical error the minutes were accepted and signed by the Chair of Committee accordingly.</p>	
4	<p><b>MATTERS ARISING</b> 4.1 MRD would revert to governors with a suggested method for reporting on SMSC. 4.2 ASD would provide the report on the most able. 4.3 MRD had checked the behaviour policy fulfilled the requirement of s89. JJ reminded governors of their responsibilities re s 88 and from statutory guidance on the behaviour principles written statement and would provide further</p>	

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	information. All other actions had been completed or covered elsewhere.	
5	<b>Relationship and Sex Education Policy</b> The link governor had recommended the policy for approval and it was now on the website. It would be reviewed for effectiveness by the link governor in three years.	
6	<b>Evaluation of School improvement plan and overview of monitoring</b> With the headteacher recruitment taking priority the governor day had been cancelled. Governors now agreed that a new date was not required in the light of the current progress against plan but RN would visit to review outcomes for English and Maths. MRD would liaise with maths and science leads regarding attendance at the next meeting to respond to questions.	
7	<b>Any other Urgent Business</b> Other than checking the new headteacher would be commencing induction over the course of the summer term there was no further business. The meeting closed at 18.49	

..... Signed ..... dated

Agenda item	Owner	Action	Due Date
2.3	DW	Obtain LA Statement regarding "British Values"	
2.3	MRD	Review understanding of "values"	
2.5	MRD	Check and confirm to governors the numbers in years 3,4,5,6 joining in last 12 months (and the missing year 6 Dec 16 figures)	