

Patcham Junior School  
GOVERNORS' MEETING

**MINUTES**

<b>CURRICULUM COMMITTEE</b>	
<b>Date/Time:</b>	29 <sup>th</sup> June 2016 5.30pm
<b>Location:</b>	Patcham Junior School
<b>For:</b>	Curriculum Committee FGB and website
<b>Attendees:</b>	<p>Voting (Governors):  Valerie Williamson (VW)  Marion Rajan (MRJ) Chair of committee  Shadric Toop (ST)  Andrew Saunders (ASD)  Iseult Hull-Flower (IHF)  Nicky Caldwell (NC)  Mark Rodericks (MRD)  Ashley Seymour Williams (ASW) Headteacher  Ruth Nillson (RN)</p> <p>Non voting (other)  Nikki Jeffersen (NJ) Science and year 5 leader  Nigel Stock (NS) Maths and year 3 leader  Jo Little (JL)  Janet Johnson (JJ) Clerk</p>
<b>Apologies:</b>	Debbie Willsher - accepted

<b>DISCUSSION and DECISION</b>		<b>ACTION</b>
1	<p><b>Introduction</b>  MRJ opened the meeting and everyone introduced themselves. Apologies were considered. The focus of the meeting was to receive presentations from curriculum areas on school improvement and preliminary assessment data.</p>	-
2	<p><b>SCHOOL DEVELOPMENT PLAN</b>  <b>Focus:</b>  <b>2.1 To develop further outdoor opportunities for learning &amp; improve pupils understanding of, and respect for, the environment. Forest schools, science.</b>  Governors had already considered a report from a governor following a visit to the school.  2.1.1 NJ firstly acknowledged the huge amount of support she had received from the teaching staff on the project. She then tabled a document which she talked to showing to what extent the success</p>	

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<p>criteria had been met on the three priorities of:</p> <ul style="list-style-type: none"> <li>• Ensuring science planning across year groups is consistent and ensures curriculum coverage, in particular the working scientifically element. - This work had been completed to time.</li> <li>• Ensure children are being given opportunities to work scientifically in planning carryout, recording and evaluating investigations. The model for teaching science weekly with an immersive science day each half term had been successful and will be extended to the whole school model from September. Children have opportunities to follow their own scientific enquiry and is linked to maths and English and then deep marked.</li> <li>• Continue to raise the profile of science throughout the school. Actions had been taken on all points. Governors were pleased to learn there was more excitement about the subject and that links with the high school and university were going well.</li> </ul> <p>2.1.2 ASW advised the school improvement partner (SPa) had reviewed the plan and visited all classes and checked books to examine science provision and considered it good. A governor had also been in attendance. Progress had been made from last year and science was strong. Presentation had improved and was now very good. Science is marked in the same way as maths and English and is now taught directly by teachers to enable extended teaching and to increase the independent work undertaken. The key recommendation was to use the strength within the school and the SPa was very complimentary about Dr Furneaux.</p> <p>2.1.3 Governors were pleased to receive this independent review and benchmark with other schools. The report would be circulated.</p> <p><b>Which year groups attend the Science club?</b> Years 4, 5 and 6. The teacher, Dr Furneaux was a STEM ambassador representing the primary sector.</p> <p><b>How are teachers being supported if that isn't their subject?</b> There are skills in the school, teaching is good and the teachers have always taught science.</p> <p><b>Are there any official age related expectations (ARE) for science?</b> There are loose requirements. In terms of where to move on to we are considering assessment to enable progression. We are expecting testing might come in again at some point. Within the cluster we are getting involved ensuring scientific enquiry but trying to include progression. The High School want them to arrive with a love of science and scientific enquiry so we will look at some tracking system based on scientific enquiry. Schools get selected randomly for science testing.</p>	<p>ASW</p>
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<p>2.1.4 A governor considered some teachers, possibly that part of a job share that did not cover science, felt more comfortable than others. It was explained planning was completed together and was used as an opportunity to share knowledge as well as aid consistency in the year group. A governor could confirm children were engaged and excited and that the SPa had commented the year 3 were as good as year 5 elsewhere.</p> <p>2.1.5 MRD described the school actions taken in furtherance of their bid for the Eco schools Green flag which was supporting outdoor learning. JL, a previous parent with forest school training had been pivotal. She was introduced to governors and explained the outdoor activities undertaken by a different class each week. They were finding it exciting and not only the bug collection for a baseline biota review or the camp fire but even the litter pick.</p> <p><b>Is there anything governors can do to help?</b> Yes. We want to involve the community including the High school more to develop the school grounds. Jo was thanked and she departed 18.03.</p> <p><b>How often do the eco council meet?</b> Depending on events from twice a week to once a fortnight.</p> <p><b>Have you managed to get any parents in from the science world?</b> We have tried that but so far without success. We have had university students in and an enrichment day with city college and Dr Furneaux does lots of assemblies. ASW advised the school was not employing JL as a forest schools person. They have been bidding for some money recently to get more access for that type of opportunity. NC arrives 18.09</p> <p><b>2.2 Improving outcomes in mathematics</b></p> <p>2.2.1 Governors had already considered the up-dating report provided by NS which covered:</p> <ul style="list-style-type: none"><li>• Matters driving standards in maths,</li><li>• The new curriculum and ARE</li><li>• New Assessments</li><li>• New Published supporting materials</li><li>• Teaching styles, planning and marking</li><li>• Data</li><li>• Prior attainment data</li><li>• Books and Presentation.</li></ul> <p>2.2.2 A governor had met with NS and other governors had visited on</p>	
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<p>governor day. NS now distributed some test papers for years 3, 4 and 6 and governors noted the change in emphasis, style and expectations. <b>Does it help as there is less to read?</b> Yes, and SEN children are finding it more accessible.</p> <p><b>Do other schools in Brighton use them?</b> About 50%</p> <p>Further information was given</p> <ul style="list-style-type: none"><li>• Two years into the change teachers are very familiar with the 'met' expectations and have found the 'emerging' do not really match the journey to 'met'. The 'deep' expectations are very challenging. Most of the most able are challenged by the 'met'. You would still only have 'met' if you got nearly 100% on the test.</li><li>• The summer data was looking good. The thresholds had not yet been set from Testbase.</li><li>• Teacher assessment models were also being considered within the partnership as well as with the Infant school.</li><li>• A you tube channel for maths was being considered</li><li>• A replacement for the scattergraphs showing progress, with which governors were familiar was displayed and explained.</li><li>• Moving forward plans were in place, including an inset to reduce teacher talk time to further develop independent learning.</li></ul> <p>2.2.3 <b>Is the local authority encouraging you to test?</b> No. ASW advised the main reason they had been brought in was to be able to compare nationally.</p> <p><b>Do you have them for other subjects?</b> Yes, spelling punctuation and grammar. We need to treat the results with caution. Papers may be different. We will get some indication with the different year groups but we don't know how accurate it will be. We are pleased at the moment need to see how it compares and we have been able to see which children are strong in which areas. Interestingly reasoning has grown but there are no guidelines on progression in reasoning in the National Curriculum.</p> <p><b>Will you be grouped with similar schools on prior attainment?</b> We are not sure yet but we will get a question analysis to enable feedback.</p> <p><b>Will the test score be shared?</b> Only within school.</p> <p><b>What is Phil Edward's work?</b> He is the special support in maths. He provides a 40 lesson programme for those who find it difficult. Nationally the data is good for the children that do the numbers count intervention.</p> <p><b>How many do they work with?</b> At the moment 4 children. He gets through 2 or 3 cohorts a year of the lowest performing. It is wonderful for the children, he takes them right back to where the concept was missed and builds on it so they go back with confidence. His results</p>	
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	<p>are strong and we are seeing how they impact on SATS. He has done the training to work with year 3 now too. ASW advised we want him to work with year 2s as they come up. <b>Do you have any interaction with the High School?</b> Yes more. We had a joint inset, looked at coverage and use of writing and another inset day is planned in the autumn. There being no further questions (data would be discussed at full governing body meeting) thanks were passed to NS and he departed.</p>	
3	<p><b>DECLARATION</b> of Interest of items on the agenda. ST reminded governors his spouse works for the school. There being no new declarations when invited governors considered all could remain and participate in the meeting.</p>	
4	<p><b>MINUTES OF PREVIOUS MEETING</b> The minutes were agreed to be an accurate record of the meeting and signed by MRJ accordingly.</p>	
5	<p><b>MATTERS ARISING</b> 5.1 Governors confirmed the ONCA gallery exhibition had been very successful. 5.2 Due to staff changes a governor would meet with the new arts leader when they started. 5.3 The safeguarding leaflet for parents was now on the website. 5.4 There had been no admissions from the new site. 5.5 The latest School development plan would be circulated. 5.6 IHF would discuss the development of middle leaders with ASW. 5.7 The stakeholder voice had developed. A code of conduct had been developed regarding parents in school and a meeting was planned with parents. 5.8 MRD confirmed the policy up dates from the safeguarding review had been completed. He would advise JJ. 5.9 Behaviour policy principles. The school council had looked at the aims of the policy. Children felt the school was fun, children were friendly and there was mutual respect. They suggested behaviour policy would be good to rewrite with the children so they could understand it. It was agreed ST would link with MRD. All other actions had been completed.</p>	<p>ASW IHF  MRD ST MRD</p>
6	<p><b>Overview of monitoring, including governor day</b> <b>A couple of visits.</b> NC had reviewed the visit log and confirmed most of the work had been completed and the rest planned. The amendments to the governor visit policy were agreed. IHF added her thanks for the contributions from a wide spread of governors, including on governor day.  Governors had considered use of a visit subject prompt and it was agreed that ASW would amend this to include reference to the</p>	<p>ASW</p>

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	school's system. Governors could use it for reference but would remain careful not to cover operational matters and would continue to mainly address the school improvement plan.	
7	<p><b>SDP: ASSESSMENT WITHOUT LEVELS*</b></p> <p>To what extent are these now developed? Are outcomes on track?</p> <p>ASW informed that the local authority had shared the results from teacher assessment and found there is a huge variation. It had been useful having the English lead undertaking moderation exercises with other schools so this school (PJS) knows its judgements have been fair. Comparisons have been made in particular with 5 similar schools and the assessment data compared very favourably.</p> <p>Some of the papers that could not be scanned had been returned and the results were looking quite strong. It was felt that the key thing with assessment was that schools have fluctuated. The tests are different and schools have had to guess what they would be like.</p> <p>The results would be forwarded to ASD and there would be further discussion at the full governing body meeting.</p>	ASW ASD
8	<p><b>Safeguarding update</b></p> <p>MRD and MRJ reported back following a meeting convened between the safeguarding leads and governors at Patcham Infant, Junior and High school. This had been very successful and would be repeated. The aim was to work more closely, have joined up similar policies and for continuity of work with families. Joint training had already been arranged. It was felt that the schools all having the same system, CPOMS, would be very useful.</p> <p>In discussion it was agreed governors would appreciate up-dated general safeguarding training. In addition governors were invited to the inset day on 20<sup>th</sup> February where there would be input from RISE and WISE.</p> <p>There were no further questions or business and the meeting closed at 19.27</p>	IHF

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

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