

MINUTES

CURRICULUM COMMITTEE	
Date/Time:	20 th January 2016 6pm
Location:	Patcham Junior School
For:	Curriculum Committee, R Nilsson, FGB and website
Attendees:	<p>Governors: Marion Rajan (MRJ) Chair of Curriculum committee Iseult Hull-Flower (IHF) Chair of Governors Valerie Williamson (VW) Mark Rodericks (MRD) Deputy Headteacher Debbie Willsher (DW) Nicky Caldwell (NC) Vice Chair of Curriculum committee Ashley Seymour Williams (ASW) Andrew Saunders (ASD) Sarah Fitzjohn-Scott (SFS)</p> <p>Others: Ruth Nilsson (RN) Maggie Sharpe (MS) Achievement for All coach Charlie Baker (CB) Janet Johnson (JJ) clerk</p>

	DISCUSSION AND DECISIONS	ACTION
1	<p>Welcome and apologies for absence. MRJ opened the meeting and everyone introduced themselves for the benefit of RN who was attending at the invitation of the governors in anticipation of joining the governing body. There had been no apologies and NC had advised she might be late. Discussion turned to item 3.</p>	
2	<p>Presentation - EQUALITY MAGGIE SHARPE – Achievement for all MS was introduced and gave a presentation on Achievement for all. As previously reported this was a scheme to improve outcomes for SEN/vulnerable pupils at PJS and was now nearing the end of the term where it would be funded by the local authority (LA). Governors recalled the scheme was made up of four key elements of school improvement: Leadership, Teaching and Learning, parent Engagement and Wider outcomes and Opportunities. They knew there had been a need to improve expectations. The presentation had already been circulated.</p> <p>MRJ and VW had met previously with MS and it was recommended</p>	

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	<p>governors access the governor section on the Bubble which had some useful self-assessment audits.</p> <p>Is the definition of “vulnerable” the same as DfE? Yes. Whilst often, it was not exclusively pupil premium or SEND.</p> <p>Examples of Actions</p> <ul style="list-style-type: none"> • Introduction of structured conversations with less engaged parents • Training on anti-bullying. Governors had received a report from MRD. • MS worked with MRD, ASW, the SENCO, and middle level leaders as well as governors, supporting teaching and learning, lesson observations and pupil voice • VW had attended a session on pupil voice • PJS had linked with Balfour school and the teaching assistants are now linking and collaborating. <p>How can governors support this? Keep yourselves informed.</p> <p>MS was thanked for attending and left 18.55</p> <p>Has it been worthwhile and what has MS done? It has been good to have a tailored approach to help the school to improve.</p> <ul style="list-style-type: none"> • The coaching of middle level leaders who were given guidance and support had a big impact • The structured conversations have helped engage some hard to reach parents. A governor had attended the session held with teachers and confirmed their confidence in addressing issues with parents had improved. <p>Governors recommended structured conversations should continue but with sufficient further improvements in outcome not expected by continuation of the scheme, supported the school in not funding an extension.</p>	
3	<p>SCHOOL DEVELOPMENT PLAN</p> <p>Focus:</p> <p>A To what extent have outcomes in English (especially writing) improved?</p> <p>3.1 Governors had already considered VW’s report on progress of the English initiatives with reference to objectives 2,3,7,8,10 and 12 in the school development plan and the associated action plans. This had confirmed:</p> <ul style="list-style-type: none"> • Agreed actions are progressing on all 6 relevant objectives. • The new assessment framework and related programmes of study was the key concern this year, together with an ongoing 	

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focus on raising the level of writing across the school and pushing the most able to develop their own authorial style.

- Presentation, including handwriting, is being universally tackled
- Work is ongoing to assess outcomes according to AREs.
- Attempts are being made to simultaneously stretch the most able and to target under achievers.

3.2 VW introduced CB, the English lead and moderator, to take questions and provide up-dated information, particularly regarding how assessment was shaping up.

3.3 Up-date on new assessment framework

- New directives were being received daily
- A meeting the previous evening with other schools has confirmed others were having difficulty
- A summary of the overall judgements (a lengthy tick-list) for age related expectations (ARE) had now been received and these were circulated.
- Teachers were up-skilling themselves on grammar terminology.
- PJS moderation seems rigorous

3.4 Moderation Process

The judgements are very subjective. ASW agreed and confirmed there were no national standards or examples yet so the Year 6 team were using their experience to make the judgements and the school is leading the way in helping other schools.

SFS arrives 18.05

The LA has moderated all their schools by way of preparation. The timetable is: 27th May writing levels submitted; 6th June PJS will be informed if they are to be moderated (about 25% of schools). They will then have 24 hours' notice of which children. They want to see at least 5 pieces of work for the child and will ask for more evidence if they do not agree with the school's judgment. If the school is not satisfied the school can appeal. Governors were pleased to note that key stage one was also going to be moderated following the submission of work and judgements.

Governors recalled PJS had been moderated two years ago and they had good in house moderation. A governor confirmed seeing other schools moderating as part of the City partnership for education (CPfE) to which PJS belonged had been interesting and PJS compared very well.

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	<p>Governors supported the school in continuing to follow up their concerns with assessment of those with dyslexia, English as a foreign language.</p> <p>3.5 Writing. CB advised challenging the more able was continuing and noted the approach was also improving the outcomes of the less able. Have you asked the children? They all say they have improved and will tell you what they are proud of. ASW had noticed the improved ability of children to talk about their work. Where has it come from? The new curriculum.</p> <p>CB showed some examples of writing in other subjects and confirmed it was marked and spelling corrected. DW advised teachers were enjoying this and tended to focus on a different subject each week. A governor confirmed they had evidenced writing in other subjects e.g. in science on a visit.</p> <p>3.6 Reading Noting that Drop Everything and Read (DEAR) had been scaled down. How has DEAR gone? It is a good scheme but Year 3 and 4 cannot read sufficiently well and it is difficult to provide the silence with all the assistance and other work required. The profile for reading has been raised as a result of the scheme and it has been evaluated. Reading journals have been reintroduced.</p> <p>3.7 Transition Will the assessments go up to high school? Yes and they will take both their English and maths books up with them.</p> <p>CB was thanked for her work and left. 18.27.</p> <p>NC arrives.</p> <p>3.8 It was agreed the extent of the improvement in English was work in progress, with VW monitoring.</p> <p>The report was accepted.</p>	
4	<p>Governor business: DECLARATION of Interest of items on the agenda. No declarations were made when invited. No withdrawals were required. Discussion turned to item 2. 18.34</p>	
5	<p>MINUTES OF PREVIOUS MEETING</p>	

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	These were agreed to be an accurate record and signed accordingly.	MRJ												
6	<p>MATTERS ARISING</p> <p>The work plan had been completed and dates for governor reports included on the school development plan.</p> <p>The consultation results re the behaviour principles would be coming to the next meeting on 20.4.16.</p>													
7	<p>SCHOOL DEVELOPMENT PLAN continued</p> <p>Focus:</p> <p>7.1 B. To what extent do pupils have an understanding and respect of differences and celebrate individuality?</p> <p>A governor had circulated their report on PSHE and DW, the school's PSHE lead had been requested to inform the committee as to the work PJS is undertaking to support British Values. She had attended a course on the subject and the values could be broken down to several strands.</p> <table border="1"> <thead> <tr> <th>British value strand</th> <th>Some examples at PJS</th> </tr> </thead> <tbody> <tr> <td>Democracy</td> <td>School Council Learning Advocates Time to talk</td> </tr> <tr> <td>Rules of law</td> <td>School rules Safety visits from local agencies, the police and fire brigade</td> </tr> <tr> <td>Mutual respect</td> <td>Assemblies Restorative Justice</td> </tr> <tr> <td>Tolerance* of those with different faiths and beliefs</td> <td>Links globally with PSHE, sharing values from around the world Assemblies – visits to and from a range of faiths e.g an Imam</td> </tr> <tr> <td>Individual liberty</td> <td>Part of school mission statement PSHE- feeling good/feeling safe</td> </tr> </tbody> </table> <p>*A governor preferred 'acceptance' to tolerance</p> <ul style="list-style-type: none"> • MRJ will attend a 'Feel Safe' lesson this week. • ASW confirmed the school have tried to make it central to their work, following on from previous schemes e.g. SEAL. • DW had carried out 3 training sessions with staff. <p>DW considered pupils had to great extent an understanding of these values and there had been much discussion. Parallels had been drawn from historical to current affairs in topics such as the Home Front, evacuees and refugees.</p> <p>Governors recognised this from their experience of the school and the</p>	British value strand	Some examples at PJS	Democracy	School Council Learning Advocates Time to talk	Rules of law	School rules Safety visits from local agencies, the police and fire brigade	Mutual respect	Assemblies Restorative Justice	Tolerance* of those with different faiths and beliefs	Links globally with PSHE, sharing values from around the world Assemblies – visits to and from a range of faiths e.g an Imam	Individual liberty	Part of school mission statement PSHE- feeling good/feeling safe	
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<p>report was accepted.</p> <p>Is there anything we can do to support? Do you have any discussions with the High School (PHS)? Yes but this is an area we have ideas where it can improve and we have better links with the Infant school, sharing resources with them. A governor offered to put DW in touch with the new Life Skills lead at PHS and shared an idea for learning.</p> <p>7.2 C. IMPROVING LEARNING BEHAVIOURS</p> <p>7.2.1 Homework survey findings – the development of improved learning behaviours in children. The homework survey report was not yet ready and was requested for the next meeting.</p> <p>7.2.2 Family Support Service As part of its vision the school aims to remove barriers for learning. As part of the CPfE access to a family support worker was now available. A detailed report about the service had already been considered by governors. This included feedback from parents on how the scheme had helped. MRD now provided further information:</p> <ul style="list-style-type: none"> • It had been really beneficial in improving learning behaviours. • The service goes into the home life and offers objective, pertinent long-term support and recommends outside organisations and workshops. The school receives feedback. • The numbers of safeguarding incidents are increasing (probably because the school is now more aware) and their assistance is useful. <p>How does it relate to existing statutory and voluntary services? There are lots of agencies that work with us and it is another tool for the school. Both the number and support provided by the other agencies are reducing so we are keen to carry on. A governor confirmed that the statutory agencies thresholds were rising.</p> <p>Do parents find it easier to use as there is no stigma? Yes it is more acceptable.</p> <p>Are there any common themes or all individual? There are mental health of parent or child issues. Marital break ups are common. There was also some domestic violence and a governor suggested having a better link with RISE charity. CPfE was exploring funding a CAMHS worker and ASW was exploring setting up an autistic spectrum support group.</p> <p>The report was accepted with thanks. Governors were reminded to continue sending in their school improvement monitoring reports.</p>	<p>MRJ</p>
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8	<p>SDP: ASSESSMENT WITHOUT LEVELS* To what extent are these now developed? See also item 3. Governors had received the first set of data showing for each year group the percentage at ARE met and met+ for each subject and combined, the Value added (VA) and the progress this term. At first glance it appeared way off target, particularly for year 3 and ARE, ARE+ but improving through the year groups. Governors were concerned to receive an explanation. Where are the data from? The school. What has happened? The current year 3 have not had the benefit of being able to build on the new year 2 curriculum or have the new assessment as their baseline because the Infant school, having a new headteacher, delayed their introduction. In comparison they are on a much lower starting point than the later year groups as they are having to cover the year 2 curriculum first to enable them to access the year 3. Also the system chosen is one that is difficult to show as emerging by Christmas and we will do it in a different way next year. We believe by July attainment will be fine. Will you be able to do it? What we did last year was close the gaps very quickly and this is why we are having interim teacher assessments. How does it compare? ASW felt PJS data were reliable and had benchmarked within the authority. Many were completely off target and some were unsure of their judgements. Governors were satisfied with moderation and supported ASW in using the results as a leadership and management tool to focus improvement strategies.</p> <p>Progress was now measured as VA and shown as 0 (zero) if the expected progress had been made. What is the national average? There are no benchmarks yet but it is likely to be higher than 1 as schools accelerate progress. Year 3 has been quality assured by school partnership advisor who confirmed they have made great progress; however, on the assessment system it shows as negative. Governors noted the impressive progress in year 6 and the extra support from MRD and ASW was considered to be a factor. Are you expecting progress to jump in year 3? Last year progress was made by Christmas. It isn't a problem with transition. Will you make changes? We are now planning for met objectives from the beginning of the year and use the other objectives to differentiate. This will have an impact on progress.</p>	
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	<p>It was apparent writing was also an issue. Are there any schools in the area where writing is a strength? Lots have it as an issue because of the changes to spelling punctuation and grammar. Are you being to self-critical? Predictive data would show a better position; however, this information is useful and reliable.</p> <p>Are parents told which areas children aren't performing in? There had already been a meeting to explain the new assessment and terminology. The marking is so thorough it shows where the next step is and they keep their books from year to year.</p> <p>It was clear assessment without levels was on track, providing useful information and teachers were increasing in confidence. It was agreed ASW would bring an up-date report to the next meeting along with a comparison to other schools. SFS leaves 19.36</p>	ASW
	<p>For next meeting Reports were due from Shadric Toop on parent view, Gifted and Talented from ASD and Safeguarding MRJ. There being no further business the meeting closed at 19.53</p>	ST ASD MRJ

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