

MINUTES

CURRICULUM COMMITTEE	
Date/Time:	13 th October 6pm
Location:	Patcham Junior School
For:	Curriculum Committee, FGB and website
Attendees	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 Andrew Saunders (ASD) Suzanne Spencer-Smith (SSS) SENCo - Visitor Janet Johnson (JJ) clerk

DECISIONS AND DISCUSSION		ACTION
1	Welcome and apologies for absence MRJ opened the meeting and those who hadn't met SSS introduced themselves. ASW had sent his apologies and ASD had advised he would be late.	-
2	Governor business: DECLARATION of Interest of items on the agenda. No new declarations were made and it was considered all could remain for the duration of the meeting.	
3	Presentation SEN (<i>raising standards and care and wellbeing</i>) <i>How effective is SEN provision?</i> <i>How well do they achieve and make progress?</i> <i>How do we ensure full access to curriculum?</i> <i>What are the views of parents and pupils?</i> <i>What are the barriers to further improvement?</i> Governors had high aspirations for SEN pupils and their vision was for all pupils to access a broad and balanced curriculum and to achieve their potential. SSS was the SENCO and governors had already considered her detailed report responding to these queries and the proposed SEN policy and she now gave further summary information: <ul style="list-style-type: none"> • Progress had improved last year, there were now no areas with serious weaknesses, writing in years 4 and 5 required improvement. This was being tackled. All the rest were at least good and mostly outstanding, including all of year 6. • Parents workshops had identified homework was an issue and so a homework club had been started. • SSS line manages 21 Teaching Assistants and thus knows their training needs • The anti-bullying squad had taken off, now meeting twice a term, completing actions and reporting back. There was a good cross section of staff and the anti-bullying policy had been revamped. For the achievement for all, the school needed to be pro-active about anti bullying. 	

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	<ul style="list-style-type: none"> From the City Partnership, a new Family support worker has been engaged and she has been very proactive. <p>What was her background? She is employed by the cluster of schools and has completed relevant qualifications.</p> <p>Are the majority of the parents engaged with the homework club? Not all. There are 55 on the register and of those invited about half attend. SSS was following up those who really needed to.</p> <p>ASD arrived 18.20</p> <p>Can you tell us more about PARMs? There are planning and review meetings where if a child is not making progress they are discussed by a group of professionals including behaviour support and their teacher and an action plan is put into place. The important part is the review which takes place the following term. The notes made are very useful, particularly if a referral is then made.</p> <p>[Recalling Achievement for All had been a promising initiative] Is Achievement for All still being used? Funding ceases in February 2016. Maggie Sharp has been visiting us quite regularly and is being used in a creative way e.g. with year group leaders formulating website resources and joint monitoring. MRD was now working with her and Balfour School on pupil progress meetings.</p> <p>Will we use the techniques after February? Yes; however, we shall need to think of other ways of doing it as during the day supply cover would need to be funded.</p> <p>Will everyone be [learning] signing? Yes.</p> <p>IHF had attended a Learning advocate group meeting at the school and reported the children had put themselves forward and were now running it with minimal input and tackling issues they want to discuss. MRD advised they had been discussing how to improve playtime and were now looking at lessons and learning styles.</p> <p>Governors acknowledged the long list of SENCo and SEN activities this year and were pleased the impact had been so beneficial. The report was accepted with thanks.</p> <ul style="list-style-type: none"> The SEN policy was confirmed. It was agreed the SEN policy, with any suggested amendments would be brought to this committee via the SEN group if any changes are needed during the year, and certainly in a year's time. The SEN group would continue to monitor and report back regularly to this committee. 	MRJ
4	<p>MINUTES OF PREVIOUS MEETING</p> <p>These were agreed to be an accurate record and signed by NC accordingly.</p>	
5	<p>MATTERS ARISING</p> <p>5.1 The homework survey would be completed for the next meeting.</p> <p>5.2 IHF had attended the Learning Advocate meeting – see item 3 above.</p> <p>5.3 The attendance query had been resolved to governors' satisfaction.</p> <p>5.4 MRD would examine the SDP list and consider whether any further policies should be reviewed.</p>	ASW MRD
6	<p>Work Plan for Curriculum</p> <p>1. Review Terms of Reference. Several changes to the Terms of reference were discussed and JJ would circulate the latest draft for further comment prior to presentation to FGB.</p> <p>2. School Development Plan</p> <p>This had been discussed at the strategy group meeting. Governors</p>	JJ Curr.

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	<p>confirmed the work plan for Curriculum for the year and MRJ would advise JJ the priority order and information required for future agenda. She noted governors had put themselves forward to cover every area, showing a wide range of interest. IHF had issued reminders to governors of the full range of monitoring methods agreed with the school to assist them in their duties to enable an independent view of progress on the Plan. Governors would liaise with their link member of staff, request and consider data to assist them in their role and consider any questions that need to be raised with stakeholders, and report back to Curriculum committee. They should also consider requesting the member of staff to attend.</p> <p>MRD would liaise with ASW to provide the second part of the plan and enable easy linking to the numbers quoted in the plan.</p>	<p>MRJ</p> <p>MRD ASW</p>
7	<p>RAISING STANDARDS:</p> <p>A. BEHAVIOUR for LEARNING</p> <p>JJ gave advice on the strategic monitoring and review of policies and for this to be linked to governors' vision.</p> <p>7.1 Consultation on behaviour principles. ASW had been dealing with the pupil consultation and MRD would investigate and advise the current situation. IHF had seen several examples of parents being involved in the setting up of policies. MRD then provided an up-date on learning.</p> <p>7.2 Learning behaviours</p> <ul style="list-style-type: none"> MRD and the literacy lead had attended an inset training session with the High School and Westdene primary to discover pupils' views on writing. A video clip was produced and shared with governors where boys confirmed they were challenged and liked to be able to choose their own subject for creative writing DW could confirm resources had been provided in Maths linked to growth mindset It was considered to be useful in giving pupil premium students in particular the strategies for learning. <p>7.3 Feeling safe to learn</p> <ul style="list-style-type: none"> The anti-bullying policy had already been circulated and governors noted in particular the flow-chart which had just been brought into use. It clearly set out what constituted bullying. <p>How do they use the worry box? Is there a form? No any bit of paper</p> <p>How many worries are raised weekly? It ebbs and flows, with more at the start of the year. Some issues have been identified this way.</p> <ul style="list-style-type: none"> The Safe and Well at school survey is scrutinised and a variety of methods have been devised to address issues identified. Themed weeks are used for example anti-bullying The NSPCC have run workshops The school council is consulted Learning Advocate groups discuss issues <p>MRD considered that children knew they were being listened to and had a voice.</p> <p>How would you record when a child is bullied? We have a SIMS behaviour record and a local authority form should there be any prejudicial bullying.</p> <p>7.4 Growth mindset</p> <p>This work was continuing.</p> <ul style="list-style-type: none"> MRD had reviewed books and considered pupils now had an excellent voice regarding their work right the way from year 3. He felt pupils were self-assessing in a very thorough and accurate way. 	<p>MRD MRJ</p>

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	<p>Governors were pleased to learn that the school partnership advisor had also said self-assessment was very strong.</p> <ul style="list-style-type: none"> • DW informed the peer marking was very powerful and that children knew which growth mindset behaviour was being used. • Certificates were awarded in assemblies for the different behaviours and mentioned in newsletters. • MRD was of the opinion that as the children feel safe they are willing to take the risk and challenge themselves. <p>IHF could confirm growth mindset was embedded when she had visited the school.</p> <p>The next steps were to</p> <ul style="list-style-type: none"> • look at addressing actions of by-standers of poor behaviour • follow through with actions from training received on girls' friendships • do more work with young carers, following recent training. <p>Governors were pleased to note the progress which should help all groups succeed.</p> <p>B. ASSESSMENT WITHOUT LEVELS</p> <p>7.5 It was agreed this item would be a standing item on this agenda until it was fully established. MRD provided an up-date on the current situation.</p> <ul style="list-style-type: none"> • Everyone was getting used to the new systems of assessment and knowing where the children are now is 'emerging' and next term needed to be 'age related'. • Year 6 were focussing on lots of moderation, for example looking at writing in staff meetings. • There were difficulties in being able to check progress as assessment can't take place until the curriculum has been done the first of the three times and this takes a term. • There had been moderation within the cluster group. PJS was quite far ahead in understanding. <p>How do you report progress to parents? We can only say they are where they expect for year 5. It will all be teacher assessments.</p> <p>What about Ofsted expectations so they can tell if they have made the right number of levels of progress? No one knows. MRD and ASW had been on a course. They will use level 4b as a benchmark for 'met' for age-related for year 6 but will base the analysis on a normal distribution curve. They will be expecting if prior attainment was level 3 to probably be at 'mastery'.</p> <p>Are the age expected levels more demanding? Yes. And it will be particularly hard for the current year 6 as they haven't had much time with it.</p> <p>A governor noted there was a lot that is positive regarding depth but the government response to the commission on assessment without levels said that governors were not to be driven by Ofsted. Governors agreed that in practice a school would be likely to encounter difficulties if it did not.</p> <p>Have you used the old base line test with the current year 3's? Yes. The levels they came up with were what they were expected.</p> <p>Governors acknowledged the change would continue to present difficulties.</p>	JJ
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8	Dates for meetings These were agreed as 20 th January 6pm, 20 th April 6pm and 29 th June 6pm Joint inset day PHS and Westdene – 2 nd November – writing -workshops and subject co-ordinators meeting	MRD
9	AOUB ST was in course of printing the forms and reminded governors to come to parents' evenings to help out with view finding. 11 th and 17 th November. MRD to make available a posting box. There being no further business the meeting closed 19.58	All MRD

..... signed dated

ACTION SUMMARY

Item	Owner	Action	Due date
3	JJ MRJ	Note SEN monitoring and reporting requirements of policy for future agenda	10.12.15
5.1	ASW	Report back with homework survey results	12.1.16
5.4	MRD	review policy list	29.10.15
6.1	JJ All	Forward amended TOR to MRJ ready for onward circulation and comments	22.10.15
6.2	MRJ	Finalise work plan and advise all and JJ	29.10.15
6.2	MRD ASW	Provide other half of school development plan to enable link to objective numbers	22.10.15
7.1	MRD MRJ	Email up-date on consultation Advise further action as appropriate	29.10.15
7.5	JJ MRD	Note for future agenda	10.12.15
8	All MRD	Note dates Send out programme	22.10.15
9	All	Advise ST if you can make the parents eves MRD arrange box for comments	29.10.15