



**MINUTES OF A MEETING OF THE CURRICULUM AND PUPIL RELATED
MATTERS COMMITTEE HELD ON WEDNESDAY, 14TH JUNE 2017, COMMENCING
AT 4.00PM**

Membership:	* Mrs D Riley	Parent Governor	Chairman
	* Mrs A Lomer	Parent Governor	
	* Mr S Eastbrook	Foundation DBE Governor	
	* Revd A M Renshaw	Foundation Governor	
	Ms J Canning	Staff Governor	
	* Mrs S Spall	Co-opted Governor	
	* Mrs P Wakeling	Co-opted Governor	
	* Mrs C Walker	Acting Head	

* indicates attendance

Also in attendance: Mrs M Cox – Clerk to Governors
Mrs B Barnes – Class teacher (for part of the meeting)

Action

1. APOLOGIES FOR ABSENCE

Apologies for absence had been received from Ms Canning.

2. NOTIFICATION OF ANY OTHER URGENT BUSINESS

There was none.

3. DECLARATION OF NEW BUSINESS INTERESTS/CONFLICTS OF INTEREST

There were no declarations of new business interests or conflicts of interest.

4. FOREST SCHOOLS

The Committee received an update on Forest Schools, which was nearing the end of its first year of provision. Mrs Barnes explained that Forest Schools had been offered to Year 4 only this year but that taster sessions had been provided for Years 5 and 6.

Mrs Barnes highlighted the following Forest School activities –

- Tree climbing – this had enabled children to be challenged out of their comfort zone and experience new activities.
- Risk management – children, along with the adults, were able to manage and assess the risks of the activities they were taking part in.
- Teamwork and communication – this included den building, tool use and rope play.
- Social skills.
- Improvement of knowledge and love of science and nature.
- The children normally walked to the Forest School site and the route is made interesting for them.
- Bushcraft, fire safety and cooking.
- Natural crafts.

A Governor commented that when she had attended a Forest School session, the children had been very engaged in their activities and had been keen to show her what they were doing.

Evaluation of the year –

- A qualitative evaluation had been undertaken and the school would be asking the children to complete a survey in September.
- The children had identified the learning they had done and the things they had enjoyed.
- The children had identified the things that they would like to change – for everyone to have the food/hot chocolate, a minibus to be available every week, more time and sessions.

Mrs Barnes reported that the Forest School's timetable had been drawn up for next year. Photos and more information would be added to the Forest School's part of the school website.

The Committee thanked Mrs Barnes for attending the meeting.

5. MINUTES OF THE PREVIOUS MEETING AND MATTERS ARISING

The minutes of the meeting held on 8th March 2017 were agreed as a correct record and signed by the Chairman. All actions had been completed.

6. SCHOOL DATA

The Year 6 writing data for summer 2, the Year 2 data analysis (not final data) and the summer 1 data for Years 1, 3, 4 and 5 were circulated.

Year 6 – a writing moderation in Year 6 would be taking place on 15th June. Due to the heavy focus on writing moderation and evidence gathering against

the Interim Framework, final summer 2 maths and reading judgements would be provided at the next FGB. The Acting Head reported that she was confident that the writing judgements were secure. It was noted that the percentage working at or above based on Year 2 starting points (expected progress) was 60%, with a 64% target for the end of the term. In Autumn 1, this percentage had been 14% at ARE in writing. **The huge amount of progress made was acknowledged by the Committee. A Governor commented that this year group had been previously identified as a key year group to monitor and asked whether the school had the necessary information from the last 2 to 3 years.** The Acting Head explained that the school had the necessary information from Target Tracker; she went on to explain that 3 children had not been expected to reach ARE in writing but had now done so.

Year 2 – it was noted that the final data for this cohort would be available after the moderation on 26th June. The Acting Head reported that the percentage at or above in reading was unlikely to change at 73%; the percentage at or above in writing was currently 62.2% but expected to rise to 67% and the percentage at or above in maths was currently 64.4% but expected to rise to 69%. The combined ARE was currently 62.2% and was expected to be above floor.

It was noted that from the assessment conversion grids from starting points in EYFS, the Year 2 cohort had made more than expected progress.

Years 1, 3, 4 and 5 – this was a very positive picture, although Year 1 writing was currently below floor. The school would be changing its phonics teaching - the Key Performance Indicators for Year 1 writing would be included in phonics sessions.

In relation to Year 5, the Acting Head reminded Governors that there had previously been an issue with the accuracy of the assessments. She went on to report that the LA Review had confirmed that the assessments had been inaccurate and that the reviewer had felt that 75-80% were working at or above in reading and writing but maths was below floor.

7. **CURRICULUM**

Update from the teams

It was noted that the Community Learning Team had met and organised a quiz for October. The Team had gone through the Community Challenge to ensure that it was complete and would be looking for a member of staff to take this on next year.

The Teaching and Learning Team had not met. However, the Acting Head reported that she had met with the school's Diocesan Advisor on 6th June when they had reviewed SIAMS and the new framework. A SIAMS inspection was anticipated in May/June 2018. The Acting Head had recommended that

SIAMS should be the focus for the teaching and learning agenda for next year and updates would be provided to the Committee.

Science update

The Acting Head reported that the school would have an internal moderation for Science in Years 2 and 6. Monitoring of the Science books had taken place which had looked at presentation, marking, and evidence of investigations. The Acting Head explained that, previously, Science books had been sent home which had resulted in Year 6 books having no evidence of Science work that had been done in Years 3, 4 and 5, even though this work had been covered. From September, the KS1 books would be used in both Years 1 and 2. The KS2 books would be used through Years 3, 4, 5, and 6.

In July, rather than continuing to use Focus Education, staff would be going back to the National Curriculum expectations for Science to ensure that the planning was age related. This did not apply to other subjects.

Attendance at local events

A list of school attendance at local events since April was circulated. Attendance at events was now a higher profile in school as they were an essential part of the curriculum. It was noted that there had been positive attendance levels by parents at the recent e-safety event.

Pupil Premium

The Acting Head reported that she had instigated a meeting with a Deputy Head at another school regarding Pupil Premium funding and accountability. The reason for the meeting was to clarify the tracking of Pupil Premium children, as well as implementing 'swifter' intervention for those children not making expected progress.

As a result of this the school now –

- collected and analysed data on groups and individual pupils, monitored over time.
- focused on first quality teaching.
- identified the main barriers to learning for disadvantaged pupils.
- put interventions in place when progress had slowed.
- trained classroom staff in the strategies used in school.
- secured staff commitment to the importance of Pupil Premium.
- discussed Pupil Premium with Governors.

The Acting Head reported that from September learning standards meetings would take place each half term alongside a separate Pupil Premium progress tracking discussion.

A Governor asked about the impact of interventions. The Acting Head explained that there was now a dedicated LSA for Pupil Premium children. She was timetabled for every class and running records had been set up to reflect the removal of learning barriers for individual children. Alongside this, the pupil's needs in terms of interventions were being reviewed rather than continuing with those that had been running without demonstrating the impact in class.

A Governor queried what support was provided for those Pupil Premium children already at ARE. The Acting Head reported that those children received feedback sheets in lessons and that there was more direction in challenging them further and ensuring that staff were aware of these children.

8. MONITORING

A Governor visit note by the Chairman had been received and noted; the Chairman reported that she had visited Class 7 where cross curricular teaching with literacy and Science had been observed.

The Acting Head reported that she had received the report of the recent LA Review and summarised some of the outcomes as follows –

- Team morale was high.
- Safeguarding was effective and staff were fully committed to the safeguarding culture.
- Pupil behaviour was good.
- Teaching and learning in EYFS was good with a good GLD.
- The learning environment was very engaging.
- All pupils were now accessing ARE.
- GPS was a clear strength.
- Improvements were evident against the priorities in the SDP.
- Data was accurate.
- Governors had taken difficult decisions over recent months which had resulted in the school being better placed to secure the improvements required for overall effectiveness to be securely good.
- There remained some teaching and learning quick fixes to be done and although presentation of work had improved some further work was required on handwriting.
- The role of the middle leader required developing.

9. POLICY REVIEW

The following Policies were reviewed:-

- a. Collective Worship
- b. History
- c. Library
- d. Assessment

The Policies a. to d. above were **approved**.

10. **ANY OTHER URGENT BUSINESS**

There was none.

MEETING CLOSED 4.55PM

Chairman.....

Date.....