College Town Primary School



**Curriculum Meeting Minutes**

**30th January 2020 @ 8.30am**

**Draft - Minutes**

|  |  |
| --- | --- |
| **Present** | |
| Rita Carvosso (RC) | Chair of Governors |
| Trudi Sammons (TS) | Headteacher |
| Cheryl Bentley (CB) | Co-opted Governor |
| Toni Barton | Parent Governor |
| Jo Plant (JP) | Co-opted Governor |
| Katharine Middlemass | Parent Governor |
| **In attendance** | |
| Karen Cane (KC) | Clerk |
| Jade Faircloth | Assistant Head Inclusion - SENCO, PSHE |
| Alex Peaple | Assistant Head for Teaching & Learning |
| **Apologies** |  |
| Jenny Hipkin | Vice chair and co-opted governor |
|  |  |
|  |  |

|  |  |
| --- | --- |
| **1** | **Welcome and apologies**  Jenny Hipkin  Rita chaired meeting in her absence |
| **2** | **Declarations of interests**  TB still on BFC supply list but not currently doing supply |
| **3** | **Minutes of last meeting/matters arising**  Approved unanimously after spelling correction to section 4 . |
| **4** | **Headteachers report**  TS gave a verbal overview of the report made available prior to the meeting.  The progress data in the report is the first half year on the new Target Tracker (TT) system. There will be an update of data available from Monday 3/2//20 which will be in pupils half year reports (w/c/10/2/20).  KS1 lower than wanted but 2 new pupils have joined us and the progress for them is not so clear due to no historic data.  *RC : Do we get data from previous schools for mid year pupils joining us?*  *AP : Data doesn't always corrolate due to different data systems and there is now evidence to back up the data provided. Evaluation of baselines and benchmarking completed within 1st three weeks and then monitored and CIP forms created. Progress data should then be on track with rest of pupils.*  *RC : Should we move the Feb curriculum meeting to after the end of January data drop in future years?*  *TS : Not necessary as governors can ask for data at any time in the year. Maybe a meeting, after reports have gone out, to discuss with some of the governing body how progress is going. Was suggested to add it in to the governor monitoring programme.*  *TB : The samples of data on the report - is this what is going in to the reports for parents? and How will they know if they are inline with expectations?*  *TS ; yes. it will only go out at the mid year point to show progress so far and academic attainment. There will be a covering letter explaining the data and how it should be read - pupils will not have seen the whole years curriculum so they should be in "within" possibly "securely within" for the more advanced pupils*  *AP : the language in the reports will be consistant and report on their progress. There are 6 steps of progress per year group except Year 1 which has 5 due to the big jump from reception.*  *KM : As a parent it looks good.*  *TS : Not had mid year reports before so this should help keep parents up to date with how their children are doing and how they can continue to progress.*  *KM/RC : Are all staff now ok working with the new system?*  *AP : done 3 data drops now and getting used to the changes and have also received lots of external support for the benefits of the system. Only area which is not clear is PE the steps of progress will be based on national standards and the school policy as the TT step statements are more general and we have worked it to fit in with the school curriculum.*  Whilst discussing the pupil progress data in the report the it was acknowledged that writing is an ongoing issue. KS2 loose their flare and interest in the subject we need to find ways to keep them focused especially boys. We are battling against the impact of social media etc. Purpose and audience is key - writing for themselves and not for the teacher, not about the technical side more about the composition.  Zoe is coming to work on ways to focus on improving writing across all areas. Have some ideas but nothing down on paper. Need to look at applying value to what is being taught by using it across the wider curriculum - value to what is being taught its not just about ticking boxes.  JP suggested during the discussions the possibility of a writing competition ins school - mix of fiction / factual / persuasive that could be judged by the governors?  The suggestion of maybe introducing an "outstanding work" display within school focusing on writing could be another option.  Reception phonics is still ongoing and TS and AD are working on improving this across the board. They have been working closely with the "cuspy" children and seeing improvements. Think will see the 85% achievement we have targetted.  TS is writing to some parents this week with a view to running some SATs sessions during half-term. *JP : Remember that parents may say no due to having already made plans for the school holiday and not because they don't want their children to participate.* |
| **5** | **SEN/ PPG**  Jade went through the report for SEND.  We now have 4 pupils with EHCP - one pupil left at Christmas.  *KM: Is the pupil no longer attending school being educated?*  *EHCP meeting appeared to go well. There are attempts being made to home educate them but they are not going to plan. BFC are dealing with and monitoring this as it is the LEA's responsibility to ensure that they are - despite us being told it was the governors.*  Of the 3 EHCP applications in hand the nursery pupil will need alternative provision by KS2.  The recommendations made by the ASC service for the referral not heard at the Intervention Hub were already in place within school.  *JP : Why was the case not heard?*  *JF: No inforrmation as to why not has been received by the school despite asking why not.*  The new referral being made has been able to attend school for a couple of days this half-term and mum has seen where they will be working and is happy with what school has in place and is working with school to help. KS3 will need to a specialised environment such as The Rise.  Parent of the pupil not attending school for medical grounds is meeting with TS next week to talk through ways to keep them on track - duplicate books at home and in school is one possibility.  *RC : Does this have an impact on attendance figures?*  *TS : Yes but we have the paperwork on file to support and evidence why this is occuring.* |
| **6** | **Assistant Head Report**  AP went through the report on how the teaching staff and TA's within the school are currently performing. Realistically it can take 3 years for an NQT to reach good and possibly outstanding.  The route in to teaching is now more likely to be through Schools Direct or PGCE than a full teaching degree course. This does mean that a lot more of the basics need to be coached by the school as the NQT's start their careers and as a school we are lucky to have the support available for them. BFC have a general training package not school targetted. School has regular supply staff in to ensure they get consistant opportunities for growth and progression.    *JP : What does differentiation mean in the training needs?*  *AP: How to support the pupils reach their expectations and beyond.*  *JP : Will the list of needs change over time?*  *AP : Yes as staffing in school changes this will change with the needs of the staff*  The plan for the training is clear and the SLT all know which teachers they are working with on which areas.  GB all agreed the report and plan look good.  *RC : Gives us a clear picture of needs doing and how it is being addressed.*  *JP : Has it been well received within the staff?*  *TS : Yes - it is being dealt with as CPD and used as part of INSET planning.*  *AP : It gives support to all staff from people going through this at the same time as them as opposed to having to go to TS. All happens during a normal working day and is not adding extra pressure.*  *TB : The governor conference in March is on "mental health and wellbeing of staff" so this is key way of helping address this.*  Paul T had provided a report on how his NPQSL course is going. |
| **7** | **GB Monitoring programme / GB Visits**  The GB monitoring and visits undertaken in the Autumn term was reviewed:  JH undertaking monitoring of SEND and EAL - reports received from AD  JP did a classroom visit  JP has observed a Yr5 class assembly and will complete a report form.  JH has also attended one will complete a report  RC has been in to school and met with TS regulalry throughout the term.  The plan for Spring Term was discussed :  Classroom visits - TB and JP will undertake these with a maths focus  School walkround - focusing on environment, resources and consistency for maths will be at 9.30am on 19th March JP and TB to complete.  A book look focusing on writing needs to be completed for Yrs 1 - 4. Arrange for Natasha to be out of class on 2nd April at 1pm TB or RC to attend.  RC and TS need to book a meeting for reviews of performance management meetings.  RC and TB are attending the Governor conference in March  No BFC governor training undertaken - RC has done some NGA online training - some of these could be good for JP to undertake.  Succession Planning is something that the governors need to get in place as there are now 3 empty places on the committee. Rc has contacted Rachel Clayton to look at governor recruitment to identify the skills that need to be covered and how to recruit a targetted volunteer.  With this in mind the results of the parents questionnaire are now available and need to be analysed (Date of 27th Feb at 9am set) though at first glance the profile of the governors needs to be raised and parent governors recruited. |
| **8** | **School Trip Approvals**  None |
| **9** | **Part 2 - if applicable**  None |
| **11** | **AOB**  None |
| **12** | **Date of next meeting –**  30th March 2020 at 8.30am |