College Town Primary School



**Curriculum Committee Meeting**

**2022**

**Draft - Minutes**

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| **Present** | |
| Rita Carvosso (RC) | Co-Chair of Governors |
| Toni Barton (TB) | Co-Chair & Co-opted Governor |
| Trudi Sammons (TS) | Headteacher |
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| **In attendance** | |
| Jade Faircloth |  |
| Anne Duncan |  |
|  |  |
| **Apologies** |  |
| Cheryl Delilkhan |  |
| Angela Harris |  |
| Jennie Hulse |  |
| Karen Cane |  |

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| **1** | **Welcome and apologies**  Cheryl D, Angie H and Jennie sent apologies |
| **2** | **Declarations of interests**  None |
| **3** | **Minutes of last meeting/matters arising**  Accurate reflection of the meeting |
| **4** | **Headteachers report**  **KS2 MOCK SATS RESULTS** In 2019 the averages for reading were 73% and we are currently looking at 73+% already with GDS at over 25%. Based on previous national figures in 2019 which was 71.8% we are currently inline or above.  Only place slightly below is in Maths. After doing gap analysis it is fractions and decimalization that is pulling them down. There will be work done on this after Easter. The interventions which have been in place since January have proved to be very positive with the lowest group now having a 23% pass rate where they had a 0% at the start of the year. If that can be pulled up to 35% school should be inline or above the national average. Feel that this may be a national trend as the pupils will have missed fractions and decimals since year 4 and been expected to catch up.  62% combined at the moment – 64% was the national average. GDS is looking inline with the previous national average at 25%.  Q Maths has been a priority nationally for a long time  A within CTP it has not been a concern withing school previously as always been above – it is definitely where the pupils have not been in school to cover the particular areas within the curriculum.  **KS1 h**ave not done mocks with the pupils in this key stage as we feel teacher assessment is the best judge.  National averages in 2019 were: Reading 82% Writing 78% Maths 76%  CTP figures on recent assessments are: Reading 78% Writing 69% Maths 75%  Performance management across the school is on track to achieve the targets they set at the start of the year. The class in year 3 that has a small number of pupils with large gaps in their learning still some way off of ARE so Yr3 data is weaker than in other year groups.  The work across the school to help pupil’s catchup will continue although the after-school clubs will stop as the pupils are less engaged than they were at the beginning. The support will now be provided during the school day.  The time that staff had used for this will now be used to work on planning as currently used in early years.  Year 1 phonics already at 80% pass and are confident that we will pass phonics screening to national average.  SLT have hearing Year1 pupils read and moving some up quite significantly where they have made very good progress.  Year 4 have to complete the multiplication check. After Easter they will be using the surface pros twice weekly to access Rockstars to practice completing the tests in the 7 second as that is the time in the test  Q what is the pass rate for this?  A The government have never set a pass rate it is just a mark out of 25  Year 6 will continue to target the gaps in the maths knowledge in preparation for SATS. Flashback fors which start lessons will be incorporated across the whole school And incorporate the gaps that have been found in analysis.  SATs for KS1 have been received and are stored securely. Year 6 have all been registered and additional time and access arrangements recorded.  Q Have governors responded to the request for help?  A Yes, have the required number for the first and last mornings for opening and returning the papers as required. They will be RC on Monday 9th and TB on Thursday 12th.  Timetable staff have used for mocks is a replication of intended model on the day – they have incorporated all support that is needed on the day. This helps pupils and staff to know what is expected on the day. There is 1 pupil who will have a further adjustment and will sit their tests over a period of time as they have ADHD and can complete the tests in chunks.  Q what support is in place for the pupils? Do you use readers?  A use readers and all has been registered for the necessary pupils.  Have 2 new pupils on the reception baseline and have been added to our data.  GLD has been looked at the early years staff and is looking at around 62% which is lower than the 70% national average is and this is something we are reviewing and monitoring.  Q what is the number of pupils needing extra support and what that will be?  A yes that can be provided  Q How much of the gaps particularly in year 3 are down to COVID? This is where the foundations are set  A yes they have had 2 large blocks of absence and knew that it would be the problem area and are looking at how to continue this in year 4 whilst also enabling them to start to work more independently. No surprises and no massive gaps – did review the teacher assessments and made a couple of changes but over-all really good.  Q There is a lot of success in how school is performing overall  A performance management went really well and gave a clear picture of how we are doing across the school  Q The whole idea of Performance management is driving the performance of the school and is obviously achieving that |
| **5** | **PHONICS**  Have had a really busy year with phonics and are really pleased with progress. SLT have been quality assuring recent assessments with practice phonics and hearing children read. Have informed staff on what has been done – phonically decodable books including guided reading books, all the EYFS and year 1 books are now available, teaching content from week to week, phonics tracker “a simple view of reading” is now in use.  Q how long has “A simple view of reading” been in use?  A about 4 years as well as the phonics tracker. Reading data is obtained from both of these and the reading tracker. There is also “a simple view of writing” as well.  Have a list of all the priority readers and pupil groups. Have used the data from these for the learning to read team to sit and review all pupils across each tracking system to check the standards. Scores in year 1 during a recent practice phonics sats were really good and they will definitely meet the national standard which is 82% which hasn’t changed in the last 4 years.  Learning to read team has proven to be really useful to meet and discuss specific pupils with all staff having a knowledge of the pupils and move them up as in some cases teachers have been quite cautious in grading.  There are videos on the school website for parents to access to support them with the process.  In March the government produced their final list of accredited schemes – have opted for the Little Wondle letters and sounds scheme as over lockdown they undertook the revamp of the government’s 2000 letters and sounds which is closely aligned to what is already in place in school – the books linked to the scheme are already in school. The scheme also produces lesson plans for teachers in reception and year 1 as well as the weekly plan this is further support for teachers which obviously, they will need to adapt for their pupils. There are some very good getting started videos – these are already being used by the EYFS team. Summer term training is for teachers to watch the how to videos which we had already based our practices on.  Very pleased with how phonics has gone and although it has been a real slog to meet the tight government criteria but are happy that we have met these.  Q What is being done for those pupils who aren’t meeting the threshold?  A There are lots of things being done. Teachers have to name the pupil on the trackers and the intervention they are having – this includes precision teaching and rapid phonics. Have recently reviewed across EYFS a number of students (less than 20%) who needed more support and have re-organised the teaching staff so that the most experienced teacher is teaching this small group daily phonics and the other groups are working on moving up. This is being done along with the other interventions. This is being monitored and reviewed for impact by the SLT. There a quite a lot of SEN and EAL pupils in reception with many of these in this group.  Q What percentage of SEN forms this group?  A Around 15% is SEN pupils with EHCP’s both medical and educational. The gap in reading is closing now 0.9% gap between SEN and non SEN.  Very happy with the journey that has been undertaken for phonics and as explained to staff in recent weeks this has been a necessary journey because this process started in May 2021 with lots of detailed guidance being produced for schools by the government within the last academic year.  Q would like to acknowledge and thank the staff for the hard work in getting the school in to the good place that it is now in with phonics.  A Has been very rewarding can see teachers teaching with more confidence and using strategies we want, pupils love seeing the learning to read team coming in and can clearly see that they are making progress from the interventions and data collected.    Q What is the rapid phonics – does this have to accredited?  A No is run by Pearson’s bought in as the infant school. There is rapid maths, rapid phonics and rapid reading. Each year school looks at the cohort and decide which we will run and has been proven that it can work in closing gaps and does tie in with the new Little Wondle scheme as well. It can be targeted to specific sounds rather than a set per week. TA’s have been trained on how to deliver the rapid phonics and maths and have been very positive on how easy it is to use and makes them more confident in delivering the sessions.  The emphasis moving forward is that the new guidance is on getting children to keep and not viewing them as falling behind so we have called our intervention group the keep up group which can be challenging with pupils with very specific needs.  Q What has parental response been to the changes?  A Only from parent’s evenings which has been positive have tried to engage parents with the reading process by sending the assessments home so parents can see how their children are doing.  **Presentation expectations and guidance**  As a leadership team undertaking book looks during the Autumn term it was felt that one of the things to be addressed was the quality of work presentation. Following pupils working from home during the lockdown periods the quality had slipped. This was something that needed addressing across the whole school. Quality prior to lockdowns had always been good.  TS produced a guidance document for all staff on the expectations and gave staff training. Handwriting done at home was not always done in ideal circumstances.  Have introduced a new scheme called Teach Handwriting and have had 6 weeks of training remotely for staff across the whole school – goes back to basics on how you set pupils up to learn including how to sit and fine motor skills. Has a termly program covering practicing letters and skills such as pencil grip and posture. There are lots of different resources and plans available for staff to access.  Year 1 and Year 2 are introducing the scheme over the summer term and then whole school from September.  Improvements have already been seen in the quality of presentation.  **SEN**  During Autumn term had looked at differentiation in English to ensure appropriate provision being made for SEN pupils as well as pupils who are working slightly below. Lots of training provided on how plan different activities making them engaging for all as well as how to use TA’s effectively.  In Spring Term we have reviewed the topic side of things. There has been a discrepancy in the quality of differentiation in topic planning the units of work are not being adapted as much as they should have been. This has been discussed with staff and within the observations there have been some excellent examples of how to plan for all the different pupils. Best practice has been shared with all staff.  Produce a half-termly newsletter for staff to highlight ways in how to support pupils with different needs including autism, ADHD. The latest one is on differentiation and how to provide pupils with the best chance in school.  TA training for Rapid Phonics has been provided in Year 1. KS2 have also had Rapid Maths training for their interventions. The gap at present is 17.3% between SEN and non-SEN pupils in math’s which ties in with the big pockets of math’s knowledge that has been missed. The interventions are making the gap smaller each time – was 19.4% at February half term.  After the performance management meetings some teaching staff had expressed an interest in training on specific areas of SEN. Have ordered some online training along with online workbooks focusing on challenging behaviour. 2 TA’s with 1:1 roles have had specific training in autism awareness and how to support the children in school. They found this very rewarding as it has given them confidence to know they are doing the right things, also given them an outside point of contact for new ideas and perspectives. |
| **10** | **AOB**  The timing of the curriculum meeting needs to be discussed at the next FGB to establish why people are unable to attend. This meeting also forms part of the monitoring program.  Governor monitoring program has been updated and shared with governors. |
| **11** | **Date of next meeting –**  16th June 2022 |

APPROVAL OF FINAL MINUTES

Name:

Signature:

Position:

Date: