College Town Primary School



**Curriculum Committee Meeting**

**20th January 2022**

**Draft - Minutes**

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| **Present** | |
| Rita Carvosso (RC) | Co-Chair of Governors |
| Trudi Sammons (TS) | Headteacher |
| Chloe Holloway | Staff Governor |
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| **In attendance** | |
| Karen Cane (KC) | Clerk |
| Anne Duncan | Lead Practitioner |
| Jade Faircloth | Assistant head of Inclusion |
| Fiona Mitchell | Pastoral Lead |
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| **Apologies** |  |
| Toni Barton (TB) | Co-Chair & Co-opted Governor |
| Cheryl Delilkhan | Parent Governor |
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| **Absent** |  |
| Angela Harris | Co-opted Governor |
| Tony Whiddett (TW) | Co-opted Governor |
| Jennie Hulse | Parent Governor |
| Cheryl Bentley | Co-Opted Governor |

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| **1** | **Welcome and apologies**  Apologies received from TB and CD |
| **2** | **Declarations of interests**  None declared |
| **3** | **Minutes of last meeting/matters arising**  Approved as true record |
| **4** | **Pastoral Lead Report**  Fiona has been the pastoral lead since the start of the academic year.  One of the things we have introduced is support at lunchtime in Year 6 to help establish calm and structured breaks. We monitor any individuals where there is evidence of persistent breaches in conduct and work with staff and parents to reduce this.  Support and strategies in managing any conflict have been shared with lunchtime staff. Any issues are raised with SLT immediately when required. Patterns of behaviour or issues in cohorts are discussed at Safeguarding meetings.  Lunchtime breaks have been calm and structured. Inappropriate behaviour was (and still is) challenged immediately alongside explanations of why the behaviour was/is deemed ‘inappropriate’. Children quickly understand what is expected of them.  Children feel safer on the playground, in the cloakrooms and all-round school.  There have been very few incidences where the behaviour at lunchtime has impacted on the learning of the children in the afternoon. Children are calm and ready for learning at the end of the break. Parents have been informed immediately when incidents have occurred. All of this is evidenced on CPOMs.  When it has been appropriate for some incidents, pupils have been able to review the incident on the CCTV and take the opportunity to reflect on what they had done.  Governors observed that it is good that the expenditure on the additional CCTV is being proven to help the pupils feel safe and secure.  Discussion on whether there are pupils who are regularly needing support – there are a couple of groups are being watched and spoken to regularly about being aware of how they behave and making the right choices and self-regulating their behaviours.  **Digital Leaders** – this originally started 2 years but with COVID had been put on hold. We now have established a team of Digital Leaders who can ‘lead’ on E-safety across the school. The aim is for them to play a powerful role in educating their peers by providing relatable and up to date advice and acting as role models. We hope to capitalise on their knowledge and digital lives to educate parents, carers and staff. Years 5 and 6 have completed their training and Year 4 are completing theirs. The pupils are loving the sessions, they have even raised the idea of presenting to the other pupils about Internet Safety Day so are currently working on their speeches.  **School Council** – This year, we have established a different type of ‘pupil voice’. Topics have been chosen to link with the PSHE curriculum and these are discussed by all the children in each class (rather than the more traditional model of children being nominated by their peers to represent them). Ideas are passed back to the Pastoral Lead. These are then discussed with a ‘Council’ made up of vulnerable, SEN, EAL children and pupils who wouldn’t normally speak up, to pick the ideas that they think should/could be considered by the HT.  Autumn 2 - School Council considered ‘How can we make our school the best that it can be?’  Ideas were discussed with HT on 10.01.21. Some ideas were agreed and these will be actioned by the Pastoral Lead – an example is for Book Swaps to be established in each classroom, more gym equipment was requested and this was actioned. Following on from this An Anti-banter team will be set up (see peer-on-peer abuse below).  **Peer on Peer abuse** – there is little peer-on-peer abuse. There are some isolated incidences of name-calling which the children refer to as ‘banter’ but it is not. As a school, we need to raise awareness that this name-calling is not tolerated at CTPS. All staff working at the school have been reminded to deal with all incidences of name-calling promptly.  Spring 1 - School Council and HT have suggested the creation of an ‘Anti-banter’ team. Children in KS2 year groups will be trained to understand what banter is and the effect that it has. When there are incidences of name-calling, children will support the teacher dealing with the incident and explain the effect that the words can have on the victim.  **CPOMs** –training was delivered to staff in September on how to use the on-line child Protection system to record incidences and contact with parents. |
|  | All staff use the system to record incidents concerning behaviour; parental contact or issues that are a cause for concern. The HT, SENCo and Administration Officer and Pastoral Lead are always alerted to any entry and have an excellent whole school awareness of issues and concerns. We can react quickly and prevent any escalation or repeat. The majority of incidences are of a very low level but swift interventions ensures a calm learning environment.  Being able to access the system from anywhere at any time is invaluable to be able to see any patterns or pockets of behaviour patterns and gives a whole school picture. Enables school as a whole to keep on top of informing and updating parents on any incidents for even the smallest incidents.  Staff find it a very simple and easy system to use, very quick and efficient system. Shows a complete profile of any incidents recorded for pupils  **Safeguarding –** From Spring 1**,** weekly emails will be sent prompting staff to think about their role in safeguarding.  Spring 1 – weekly questions have been sent out to staff to ‘remind’ them about their roles in keeping children safe. This is ensuring that knowledge is current. Feedback has been positive.  This is something that needs to be demonstrated to safeguarding governor CB so that she can fully answer any questions that could be raised during an OFSTED visit. **KC/RC to liaise** |
| **5** | **Lead Practitioner report**  Have 2 ECT teachers on the new 2-year program and 1 teacher on the old NQT program.  All on track to meet new teacher standards. Meet with them all every week and observe lessons weekly. The new framework is a continuation of what they do at university. In the last 2 half terms it has been much better putting into practice what they had learnt about what effective teaching looks like. They complete study units and feedback notes. The conversations about how things are going have been fantastic and all enjoying the way it is working – going down the in-school route has proven to be a much better way of doing this. Have also undertaken moderation on their files.  Also working with the NQT+ teachers as well as working with particular teams where teaching and learning or progression is not strong enough picking up and working with curriculum, maths and English leads.  **Reading Framework**  This came out last July and has been driving practice forward it has become the bible within schools.  In the School Development Plan it had been identified that writing needed to be a focus especially at the top of the school and looking at progression across the school. Working closely with the English lead to introduce a simple view of writing across the school to improve not only the GD writers in upper school but across the school. The scheme helps staff identify good writers, technically good writers, frustrated writers, and poor writers. The assessment tool aids teachers identify which pupils fall in to each category and provides ways to support them. The information gained from this is then used to monitor standards and progress across the school.  In class coaching is one of the ways in which this is being done – currently working with Year 5 on how to plan to up expectations as well as lesson delivery matching lessons to national curriculum objectives. They will observe English lead teaching, have looked at working books with them. All feedback has been in a constructive way.  The possibility of real gaps across the school was discussed. You can tell children have not been in school consistently as there are gaps in pupils knowledge – although overall they are doing well in some year groups you can see a loss of consistncy, all the year groups are different. We know there is a high level of need in year 3 and to a degree in year 4. The key is to ensure that practice is strong across all year groups and across the year group. Support available for all staff whatever their teaching experience.  One of the things is to be nit picking about the language that children use. Less experienced teachers can be more accepting of language that isn’t as precise as it could be so encouraging precise and broader language use along with standard and formal language.  Vocabulary is being highlighted – the BFC English lead has said “be a fussy teacher” spelling and grammar matter and are being pushed across all aspects of learning including the items on learning walls. Working on getting this consistency across KS2.  Handwriting has declined in some areas and whether this is down to COVID or not it is something that needed to be reviewed so have purchased the Derbyshire writing scheme which has just arrived, and training will be being provided to all staff for precision handwriting lessons and will support the phonics.  How teachers respond to feedback was discussed – teaching staff are used to us being in lessons regularly and will discuss thoughts with them before emailing them feedback and offering ways to help with planning, marking. Produced 3-week plan to work through and get involved with the day-to-day activities with them. Driven by the fact that the benefit to the children is key.  **Reading Framework**  Government is pushing forward with the Systematic Phonics scheme. This approach is being questioned by some quarters saying that the approach should be more balanced to do with words and sentences. Government approach is all about coding and nothing else.  There are several new phonics schemes out there and have been reviewing them – so far, they are all different. The government will decide on which ones will be accredited in March/April.  As a school we have balanced a fine line doing what the government want along with doing what know is good practice because the pupils read well, and our outcomes are at minimum in line with national figures if not above.  Having reviewed systematic phonics, we know our current provision and evaluated what we need to do. To meet what the government is looking for we looked at what we do well and been doing particular things to make sure we are in line with government requirements. On the back of this it needs to be good and enjoyable for our pupils.  TS has worked closely with the EYFS team which consists of a lot of new teaching staff and TAs as well as with parents (providing a training session in the Autumn term) leaflets home explaining how reading is taught. The parent contact and involvement to be continued.  Have reviewed the reading books in school – have thrown lots away. To meet government criteria pupils, need to mostly read fully decodable books every day matched to what they are being taught. Been through all the YrR and Yr1 and Yr2 books to remove the books which aren’t phonically decodable. The new Bug Club guided reading books are phonically decodable, and the online ones assigned aren’t. Now got a clear list of what we have – ordering a few more for reception.  New guided reading books all reviewed and relevant details highlighted for staff the sounds that they cover and the tricky words that they have in them as this is what teachers use for teaching and assessment. Have looked an interactivity and inclusivity, looked at supporting children with different needs to make sure that people have the information they need about what the focus of reading is in school. What drives forward any assessment in schools is that reading must be at the heart of the curriculum.  Using the Simple View of reading and writing as a tracking tool and the phonics and reading trackers we are hopefully ensuring that across 20 classes everyone has the right information and is working in a systematic way.  TS audited how we make what we use letters and sounds for more systematic and we feel that we would work on what we do and make sure that what we do would meet the criteria of the schemes that may be accredited. One of the things that needed looking at was the old letters and sounds framework so, have looked at this along with the new schemes and have almost completed updating it to produce a week-by-week overview that is very specific (aim to complete by half term). This means that we meet the needs of our school for all pupil groups.  Since 2018 have spent £30k on reading books and though reviewing all the books has taken a lot of time it has been beneficial in helping to remove some of the older “deadwood” books which have been in school since before the amalgamation.  The staff feel that what has been done so far is amazing and the consistency even since September there are no holes anywhere. The framework will definitely help.  The other gap within school is handwriting and is something we are going to be working on. |
| **6** | **Head Teacher Report**  **SATs Results**  Results were not as good as hoped for in terms of maths but across reading and writing were pleased. Looking at line with national for reading and writing and 55% for maths. Maths was a surprise and not what was expected and somewhat concerning given the work that had been undertaken for maths.  KS2 SATS will be held May 9th – May 12th we would request support from the GB with checking our security systems and administration on the Monday from 8.30 am and again on the Thursday from 8.30 am. This involvement is an essential element to provide the GB with the knowledge that the school has implemented the statutory requirements in storing, opening, administering and returning the papers.  Outcomes from the mock results – week 2 spring Term 2022 - these should have been completed in December but had to be postponed to COVID.  SPAG = 65% ARE 15% GDS 20% = good early results which support the school being in line with national averages  Writing predictions = 70% ARE with 30% below – this is an area which is difficult to assess early as we still have another 5 months to develop writing across all areas. However, it is a conservative prediction and should enable a combined % in line with LA & National averages.  Reading ARE+ = 79% with 21% below - good early results – no additional interventions planned, but class teachers to promote reading comprehension each week through usual reading activities. Started to use comprehension cards and booklets as noticed in autumn term that although pupils had exposure to good reading opportunities, they didn’t have opportunities to demonstrate their understanding of the texts.  Have had pupil progress groups in Year 6 and with the findings have decided that we are going to do two maths and one writing session as this where the gaps are. Reading data tells us that the pupils are progressing well.  Maths was concerning one group of 12 children in particular have % of zero which has to change. There is extensive provision planned to support improving results :   * Two hourly sessions after school to be maths focussed and led by Y6 teachers * Pupils who scored 70 or more at this stage of the term will receive GDS book as well as ARE. * Any disadvantaged pupil who does not attend pre or post school interventions will have small group 1 to 4 ratio with the maths lead twice weekly for 45 minutes. This will be funded by Teacher led funding provided by the government. * Mock papers to be sent home with a covering letter from the maths lead accompanied by a video tutorial for parents to watch with their children. * Half term club for targeted CPG books to be given out to every pupil from next week and 20 children to receive the GDS books too to promote aspirational targets for those children already scoring children Mon – Thursday for 90 minutes supported by teacher and competent teaching assistant. Target pupils to be reassessed in late March to track impact of this intensive support. * Children expected to get GDS but who are not on track to have pre-school session twice weekly from Jan 24th until SATS.   Maths booklets will go home on Friday to share with parents to help parent teacher partnership in supporting pupils in the areas that they need.  Target pupils will be re-assessed in March to track the impact of the intensive work – probably re-sit the paper they sat at the start of the term.  JF and PT have looked at interventions to start in the spring term which are yet to be finalized.  No LA moderation by the STA.  LA will still moderate writing 10% of schools with schools being notified by Friday 13th May 2022  The code D for disapplied will be removed.  Test results will be available at 7.30 onwards on July 5th 2022  Multiplication check Year 4 from June 6th over a three week period. |
| **8** | **SEND Report**  The most significant needs continue to be in Reception and Year 1, where 3 of the pupils with EHCPs are being taught. Due to a new arrival of a pupil in Year prior to Christmas with significant high needs, a bespoke curriculum and resourced unit has been specifically created for this pupil. This is a resourced provision that runs for 2 hours every day. 8 high needs pupils from Reception attend each day with targeted activities to support their phonic, speech and language targets and turn taking. The Year 1 pupil needs intensive interactions and a very specific curriculum that is tailored to their needs. As a result of this, we have been in contact with the Local Authority to source resourced provision which is more suited to their needs. Children accessing this resource are beginning to make gains in their early listening skills as well as being able to tolerate waiting for a peer to have their turn.  Children have updated IEPs and targets which reflect their current needs, teachers have been questioned as to how they implement these strategies. Teachers need to begin to think creatively about delivering interventions/targets to meet the IEPs as there is not always a TA available to do this for them. This follows on from the second differentiation Inset and the feedback from this.  EHCP Pupils  There are now currently 4 children in school with an Education, Health and Care Plan. 1 pupil moved at Christmas and is now being taught in the new local authority.  3 EHCP applications are due to be submitted this term- 2 for Key Stage 2 pupils and 1 for Key Stage 1. 1 plan was submitted prior to the Summer holidays and was rejected (for the second time) and a new arrival to Reception has had an EHCP submitted prior to joining us.  3 out of 4 EHCP children are settled and engaging well with their differentiated work and provision that is provided to them to meet their needs and that stated on their EHC plan. 1 pupil, currently in Year 1, is continuing to deteriorate in both their learning and their engagement with adults within their classroom. Despite seeking advice from outside agencies last term, parents bringing the child into the classroom to settle and minimising pressure to be in the classroom, the child is becoming increasingly more disruptive, defiant and refuses to engage with any learning even when linked to their interests.  There continues to be challenges in obtaining appropriate outside agency support, the educational psychology service is currently the only service that has been in to work with/assess any children. Autism support will only work with a child who has a diagnosis of ASD or is under the CAMHs pathway - if Ed psych are involved then they do not duplicate on their visit.  Speech and Language services have only just appointed a lead therapist and have yet to confirm a date to update children’s speech and language targets. 1 EHCP child has been waiting for an occupational therapy referral for 18 months now as part of the EHCP submission. We have done extensive training with staff and TAs around early listenening skills on how to support their pupils making it more practical than theory to help support the pupils. Staff have commented that they are starting to see improvements  Monitoring of planning into practise for EHCP children in Key Stage 1 and 2 has been undertaken since returning from Christmas and feedback has been provided to teachers. Feedback is as follows:   * Year 4 pupil: sufficiently planned for during the whole English lesson, TA identified with targeted questions as appropriate. * Year 1 pupil A: planned for as a focus activity but specify what the child and TA are doing during the main teaching input. Teacher to indicate what questions the TA should ask. * Year 1 pupil B: Child not specified on the planning but able to access a differentiated task during the lesson. Indicate on planning what the child is doing during the input and the task.   Learning Hub (Mrs Mitchell’s group)  The learning hub is split into 2 groups; a Year 3/4 maths Group and a Year 3 writing group which is delivered by Fiona Mitchell. There are a number of SEN pupils in the maths group including 1 EHCP pupil with one-to-one support.  Year 3 and 4 Maths:  Children have engaged very well with the learning and have a very positive attitude. Year 4 children are revisiting learning from last year and securing their understanding as well as being given the opportunity to extend their learning through Reasoning and Problem Solving questions. They are working with greater independence. There has been a lot of focus on securing fluency in number facts. Children are much more confident with their calculations and all have secured adding, subtracting and multiplying using formal methods. Emphasis has been placed on using manipulatives to support learning and for children to verbalise their learning. Some children have made accelerated progress and 1 child has been able to return to their class to benefit from class differentiation.  Year 3 Writers:  All have learnt to work with greater independence. The Year 3 texts have been used with amended planning to meet Year 2/3 objectives as appropriate. Focus has been on securing sentence structures using modelled writing as a support. Differentiation within this group has allowed the weakest writers to work with a high level of independence at their level. All the children engage very well with the lessons. There remain issues around spellings for many of the group. 4 of the children attend a catch-up phonics group prior to the lesson. 55% (5 out of the 9) of the children have made accelerated progress.  School led funding/Pupil Premium (Free School Meals)  There are currently 34 pupils (7% of the school) who are FSM, we have used the school led funding to support the pupils in the following ways:  -Reception children: additional readers (heard twice a week)  -Year 1 children: additional readers (heard three times a week)  -Year 3 and Year 4 children: 10 children across the 2 year groups are taught for 1 hour 15 minutes by a qualified teacher each day in at targeted maths group. 1 child in Year 4 is also attending the after school homework club.  -Year 5 children: 1 child is attending the after school homework club.  -Year 6 children: 15 children continue to be taught for Maths and English every morning by a qualified teacher in targeted sessions.  Teachers are not consistently aware of the FSM children and how to support them, this is going to be a focus for monitoring this term.  Training  In the Autumn term there was focused training on Speech and Language for Early Years staff. This was focused around early listening skills and how to develop children’s communication skills. There were 2 after school sessions linked to this to support staff with the understanding behind Speech and Language needs as well as activities to support developing children’s communication.  Challenging Behaviour Workbooks have been ordered to be provided for staff for CPD in developing their understanding of meeting the needs of pupils who demonstrate more challenging behaviour in class. |
| **9** | **School Trip Approvals**  Nursery will be visiting Litte Street on 4th February – no parents just staff will be attending.  Year 3 – Wisley Gardens and Year 4 Hampton Court are currently in the planning stage for the summer term |
| **10** | **Part 2 - if applicable**  None |
| **11** | **AOB**  None raised |
| **12** | **Date of next meeting –**  31st March 2022 @ 8.30am |

APPROVAL OF FINAL MINUTES

Name:

Signature:

Position:

Date: